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**A PROJECT REPORT IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF TECHNOLOGY
IN
OPERATIONS MANAGEMENT
IN
THE FACULTY OF BUILT AND ENGINEERING ENVIRONMENT
DEPARTMENT OF QUALITY AND OPERATIONS MANAGEMENT**

**Employee motivation and job satisfaction as measures of assessing
performance of junior managers in an educational institution.**

MANALE R. PRECIOUS

We accept this report as conforming to the required standard

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THE UNIVERSITY OF JOHANNESBURG

Dedication

I dedicate this study to my princess, my daughter Karabo Manale, to be a source of motivation in her future ventures, to my late father Armstrong Manale, you may be gone from my sight but you will never be forgotten, and my queen Ruth Isah Manale for being there all my life and giving me extraordinary advice. Finally, I dedicate my study to my grandmother Leah Boledi Lesufi for being there with me and determined that I would elevate her wise teaching.



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I further thank Mr. George Genius Musvovi, Research Associate at Genius Empirical and Applied Researchers (GEAR), who made a contribution towards enabling me to complete this research by editing my thesis.

Declaration

I Ramaabele Precious Manale, student number 200938851 I declare that the thesis submitted for the M Tech: Operations Management degree at University of Johannesburg, titled “Employee motivation and job satisfaction as measures of assessing performance of junior managers in an educational institution” is the result of my own research and has not been submitted to any other higher education institution. I also declare that all sources have been acknowledged and cited and referenced by means of complete reference.

Signature

Date

23 January 2020



Abstract

While working for the academy in the public sector especially within educational institutions can be frustrating and deeply focused. Employees are demotivated by a lack of recognition and stimulus to reward outstanding performance and satisfaction. They are regularly defied with several complaints from outer customers as after-effects of poor administration that is being rendered.

The main aim of this study was to investigate the level of employee motivation and job satisfaction level of low management service members in educational institutions and to analyse the nature and relationship between these levels and several biographical characteristics within the sample. The purpose of the study was to further determine the employee motivation levels of low management service members in educational institutions, and the relationship between job satisfaction levels and several biographical characteristics.

The findings from this study provided insight into the challenges related to the low management service members of educational institutions and how managers can improve the effectiveness and efficiency of the Organisation to gain competitive advantage. The researcher used qualitative case study methodology; questionnaires were distributed to the sample of 40 respondents from GCRA which is a branch of the Department of Education in Gauteng province head office.

The study concludes that recognition, salary increases and promotion are important motivation factors for employees of educational institutions.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction and Background

The GCRA is an internal branch of the Gauteng Department of Education, aimed at improving basic Education. The Gauteng Provincial Government instituted the GCRA in 2009, and the organisation must develop skills in the Gauteng province. With its Talent program, the GCRA provides the necessary support for students and schools to ensure that new people are used. The Academy achieves this by promoting the integration of bursary, student vessels, internships, and career management programs (<http://www.gcracademy.gpg.gov.za>, n.d.).

GCRA serves the regions of the Gauteng Provincial Government (GPG) and Local government substances in Gauteng. Its approach is not to be a supplier, yet a facilitator; not be a contender, but rather a partner and start preparing and improvement intercessions to give far-reaching preparing and advancement mediations. GCRA's vision is to be a noticeable foundation for the advancement of Human capital that sustains abilities and aptitudes to enhance the execution of the common administration of Gauteng. (<http://www.gcracademy.gpg.gov.za>).

The context of the study is employee motivation and the level of job satisfaction of non-senior management service members at educational institutions. Employee motivation and job satisfaction are crucial to any organisation. The South African public sector is facing disadvantages and imperfection by meeting its licensing service delivery (Fines and Dlodlo, 2014). On the contrary, the private sector in the same country is respected for its high-quality services. Some have suggested that such disagreements maybe, as a result since public sector employees often face several problems that affect the overall well-being of their own. These factors include the lack of motivation and low levels of work and luxury of life (Fines and Dlodlo, 2014). Sad employees often have low levels of commitment to work, which have a negative influence on the performance and implementation of the organisation's goals (Fines and Dlodlo, 2014). As public servants, it is important to provide quality services that respond to the needs of the community members.

Organisations comprise people organised by working groups to work on a specific business (Dik, et al., 2013). Some organisations failed. According to Peters and Waterman (1982), an organisation is a solid and a naturally built structure, which consolidates standards and strategic plans towards achievement of business objectives. Becker and Waterman (1975) provided some basics of the practice, meaning that people were motivated by a "solid" unity, which simultaneously required them to join the winners and to want to be the stars themselves. From the work of Peters and Raterman (1982), it seems that the winners show traditions that satisfy the difficult needs of those co-operatives. Based on this motivation background this chapter will introduce the research problem while also mapping how the research intent to explore influencing factors on employee motivation and level of job satisfaction of low management service members. Specifically, this chapter comprises of the background to the study, research problem statement, brief literature review, aim of the study (research objectives and questions), scope of the research and methodological design and outline of the study. The research problem statement of the study is going to be presented next.

1.2 Problem Statement

Working for the academy in the public sphere within the educational institutions can be very frustrating and stressful. The staff is demotivated due to a lack of recognition and incentives to reward outstanding and satisfactory performance. They are most often confronted with several complaints from external clients as results of poor service being rendered.

Employees are dissatisfied about how management works so employees leave and find work in other areas. The continuing reports of the resignation of skilled and talented employees make it a major step in terms of self-missions and goals. So, it is very important that the department finds the right ways to keep its talents and skilled employees.

1.3 Brief Literature Review

Motivation has been characterised as: the mental procedure that gives the reason and bearing of conduct (Kreitner, 1995). Motivation is a readiness to carry on particularly to accomplish an unsatisfied need (Buford, Bedeian and Lindner, 1995); an internal incentive to meet an inadmissible need (Higgins, 1994). For this article, motivation is operatively defined as the internal power that drives individuals to accomplish individual and authoritative objectives.

According to Maslow, workers have five needs (Maslow, 1943): life, security, social security, ego, and pride. Maslow detailed that low levels required fulfillment before the elevated expectations would persuade workers. Herzberg's work advanced two components: facilitators and hygiene (Herzberg, Mausner, and Snyderman, 1959). Interior motivators such as achievement and acknowledgment, make work fulfillment. Perfect or sensitive things, for example, installment and employer stability, make work disappointment.

According to Robbins (2011), motivation can be defined as a process that accounts for an individual's intensity, direction, and persistence of effort towards attaining a goal. Departments therefore critically should apply these three key elements being intensity, direction and persistent to motivate the administrators to perform their duties more effectively which will ultimately lead to improved service delivery of performance.

Bitsch (2007) underlines that without fulfilling and inspiring workers, an organisation will not be manageable. Deductively, the director needs to see how best to make the organisation function by fulfilling workers' needs. Fisher and Locke, as cited by Bitsch and Hogberg (2005) attest that needs fulfillment is both an objective and an intermediary for an entity's ability to hold and persuade its employees.

Greenberg and Baron (2000), emphasise that the definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual action. As a result, people turn to be guided by their interest in making a good impression on others, doing interesting work and succeeding in what they do. The second part referring to the choice people make

and the direction their behaviour takes. The last part deals with maintaining behaviour by clearly defining how long people must persist at attempting to meet their goals

1.4 Aim of the Study

The main aim of this study is to investigate the level of employee motivation and job satisfaction level of low management service members in educational institutions and to analyse the nature and relationship between these levels and several biographical characteristics within the sample. The purpose of the study is to further determine employee motivation levels of low management service members in educational institutions, and the relationship between job satisfaction levels and several biographical characteristics.

The findings from this research will bring about an understanding of challenges related to motivation faced by the low management service members at educational institutions and how the management can maximize employee effectiveness and efficiency for the company to gain a competitive advantage.

1.4.1 Research Questions

- a) What is the job satisfaction level of staff at educational institutions?
- b) Is there any significant difference between employee motivation and job satisfaction level of non-senior management service members who have a different age, gender, race, education level, and seniority?
- c) Is there any relationship between employee motivation and job satisfaction level of low management service members at educational institutions?

1.4.2 Research Objectives

- a) To explore any significant difference between employee motivation and job satisfaction level of low management service members who have a different age, gender, race, education level, and seniority.
- b) To analyse the nature and relationship between these levels and several biographical characteristics within the sample.
- c) To determine the relationship between employee motivation and job satisfaction level of low management service members at educational institutions.

1.5 Scope of the Research

This study is not intended to investigate the merits and demerits of the management of the organisation. It does not propose to solve the problems experienced by the workers at the research site. The study will focus on only the reactions and perceptions of employees in the organisation about the impact of employee motivation on their job performance and the level of job satisfaction.

1.6 Methodology and Design

The study will be conducted at GCRA, targeting 40 non- senior management service members to determine the level of motivation and job satisfaction level. The researcher will utilise questionnaires and will apply quantitative methods to analyse data in a numerical format (Badimo, 2007:54). As mentioned above data will consist of questionnaire responses made by a group of administrators of GCRA.

The questionnaire will be designed and be distributed among the employees in GCRA. In the questionnaire, open-ended questions will determine employee motivation and the level of job satisfaction among the employees.

1.7 Outline of the Study

Chapter 1: This chapter introduces the introduction and background of the organisation, it discusses the problem statement, employee motivation, the level of job satisfaction, the objectives of this research, the scope of this research.

Chapter 2: This chapter summarizes the existing literature on employee motivation and job satisfaction. It further outlines the views of different theories on motivation and job satisfaction.

Chapter 3: This chapter provides the research methodology used. The researcher used questionnaires to collect data. The rationale of adopting a questionnaire is explained in this chapter.

Chapter 4: This chapter is about the presentation of results. The data collected is analysed and interpreted in this chapter.

Chapter 5: In this chapter, the researcher discusses and concludes the results. In this chapter, the researcher summarizes findings, conclusions of the research based on the findings from the study and recommendations for further research.

1.8 Summary of the Chapter

This chapter summary has briefly defined employee motivation and job satisfaction. The introduction and background of the organisation were further provided. The problem statement, the scope and the purpose of this study were clarified. The content of this study was briefly discussed. The next chapter deals with the literature review of this research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter consisted of the general introduction of the study together with the background of the organisation. It contained the research questions, objectives, problem statement and the scope of the research. This chapter reviews the theories related to employee motivation and the level of job satisfaction. This chapter outlines international perspectives on employee motivation, African perspective on employee motivation and South African perspectives on employee motivation. It further discusses key concepts relating to employee motivation and level of job satisfaction.

2.2 International Empirical Perspective on Employee Motivation

Open (1997), conducted a study of the result of formal mentorship in the labour force, corporate commitment, and workforce in the United Kingdom. Studies have shown that training can improve the attitude of employees without increasing their performance. The study focuses on work training.

Okan, Safakli and Mustafa (2012), conducted a study on factors to encourage employees in the Banking Region of Northern Cyprus. Their research has shown that the most important component of staff is equally encouraged and encouraged additional health services and the workplace. Additionally, in comparison with a similar study in Finland, it was found to be an important factor that contributes to the benefit of foreign workers.

Abdul Hakeem (2008) conducted research based on the relationship between motivation and career satisfaction in the workforce at the University of Utera Malaysia. The thesis has found that job satisfaction is important to prevent the employee's performance than to be promoted.

Researchers such as Armstrong (1990), Covey (1999), Hellriegel and Slocum (1996), Luthans (1998), Noe et al. (2000), Reece and Brandt (1993), Smit and Cronje (1997) provide a great deal of motivation. An increase in international

competition is still recognizing that excellence should be found to encourage organisations to seek practical ways to motivate workers. Six ways of motivation, namely:

- i. Motivation by job design = how activities are integrated to create perfect jobs.
- ii. Motivation by job satisfaction = how well the employee feels motivated, satisfied and satisfied with their job. Job satisfaction occurs when an employee feels they have stability, career growth and a comfortable work-life balance. This means that the employee is satisfied with the job because the job meets the individual's expectations.
- iii. Motivation by incentives = it is something that employees receive in addition to wages, bonuses or allowances in recognition of performance or better work.
- iv. Motivation by training, Education and development = it is a way of providing training to the employees, ensuring that they are equipped and improving their skills as well as empowering them.
- v. Motivation by performance management = It is an artistic skill to manage your employees to change the better performance, it involves keeping top performers productive and engaged as well as motivating those underperforming
- vi. Motivation by empowerment = indicates that the employee has effective, control, and influence.

Employee has been defined as driving internally satisfying sufficient attention (Higgins, 1994 to Lindner, 1998: 2); practice behaviours properly to meet unnecessary needs (Buford, Bedeian, and Lindner, 1995 to Lindner, 1998: 2); The power of the individual determines the behaviour of the individual in the organisation, what the person's work is and how tired the person is because of the obstacles (Jones and George, 2004: 405); the intensity of a person has reported for his or her designs, conditions, and endeavors, or endeavors he has at work (Schermerhorn et al., 2003: 102); in number reasoning administrations and individual persistence to achieve the objective (Robbins, 2005: 170).

The idea of inspiration covers the idea of confidence, which means the degree to which the worker feels positive or negative about his or her work (Gary, 2004: 123). There is a contrast amongst individuals and people on various occasions and in various circumstances (Robbins, 2005: 170).

Organisations have surpassed an era where the connection between organisations and employees was valued. Organisations cannot see their employees as their actual relatives or as effectively substitutable organisation assets. In this new era, employees must be regarded and they must be dealt with as profitable helpful capital, and additionally more vital than the money related capital of the organisation. Workers are currently the primary wellspring of the upper hand of society. Subsequently, an organisation treats its staff an ever-increasing number of individuals, regardless of whether to cover an organisation (Lawler, 2003: 3). As Lawler (2000: 3) states: In other words, how the company manages its people, enables its competitiveness to maintain a competitive advantage over other companies (Dreher and Dougherty, 2002:8).

Firms need to pull in and hold skilled representatives (Pittorino et al., 2005: 11), so understanding what rouses workers has turned into a fundamental prerequisite for the present directors. As Hughes (2003: 17) states in *Women in Business*: "There is often only one element that differentiates companies with cohesive teams from those with high rates of dissatisfaction and turnover." This key factor is motivation - an important aspect of successful management that can maximize productivity and foster a positive corporate culture.

Freemantle (2001: 53), highlighted the reasons for this happening. However, the differences result from the ups and downs of a few moves and there is a reason why the head of the world that is beyond our control. In addition, the person is unmotivated; it is because of this person's mind who chooses to be unmotivated, or special notice, or (Freemantle, 2001: 54).

The Alderfer ERG Theory divides the requirements into three stages, compared to Maslow's five who require higher rankings. Alderfer's teaching needs also become traditional. This low-cost approach highlights the needs of life (physical well-being), popular needs (social satisfaction) and growing needs (skills development and

possible awareness). This is like Maslow's rule; Alderfer believes that gender should not be less than a sub-section.

The author believes Alderfer, when you meet the needs of the deep, has become more intensive (e.g. the more power you get, the more you want violence). The Hierarchy of Needs of Maslow Alderfer's Ethics, the researcher feels that it is not the same as the reason. But in which they now are, to the authority of the ecclesiastical hierarchy must accomplish the rest. Amended by the order of the hierarchy of the needs of a certain man in a certain way has no need for it of importance beneath the dignity.

Another type of vision that needs to be seen is the Acquired Needs Theory. This is famous for David McClelland and says he needs to have experience with life. It identifies the need for success, the need for a relationship and the need for control over others. David McClelland's proposal proposes cultural leadership or its impact on leaders as tabled below;

Table 2-1: Adapted from McClelland's theory

STYLE	MORE EFFECTIVE	LESS EFFECTIVE
n-arch	Seek: to exceed expectations, may keep away from both low and high dangers subsequently, with a specific end goal to seek after important achievement.	Work alone or with other high achievers
n-power	Seek: either an individual or institutional power; whichever way they need to coordinate others, however, the constituent power is in support of the establishment's prosperity, of those with that center tends to improve supervisors.	coordinate requests
naff	Seek: agreeable work relationship to acknowledge to be acknowledged and to incorporate others. They can be more open to accommodating to gather standards.	Work in settings with noteworthy individual

		cooperation.
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2.3 South African Perspective on Employee Motivation

Motivation is one of the most important factors in employment (Van Knippenberg, 2000: 357-371). Studies have shown importance to intrinsic and extrinsic motivation (Frey and Jegen, 2001: 589-611; -579). The purpose of the motivation is to understand the effectiveness of the work of the character, and the outside world is a highly motivated work, which is determined by the other salary and bonuses (Amabile, Hill, Hennessey and Tighe, 1994: 950-967). The relationship between emotional latitudes and indigenous cultures is well documented in the literature (Asad and Dainty, 2005: 223-236; Deci, 1972: 217-229; Items, 2006: 365-385). The proud workers of their work have come from their jobs, the more they are supported.

Different features move people to work, some of which are visible, some are invisible (Spector, 2003). While employees find satisfaction in their work or work for a variety of reasons, this study specifically describes the relationship between relationships of contentment and aspects related to the organisation's tendency and linking this relationship with the promotion of workforce staff. The main point of success is that the success of any organisation depends largely on the salaries of its employees and these funds are primarily considered by their own personal characteristics and the workforce characteristics of those who work hard to cultivate their physical and mental strength in their workplace. In this way, the organisation's objectives are pursuing and fulfilling. Therefore, the promotion and satisfaction of the work are considered key to the success of the organisation, influenced by business practices.

The favorable perceptions of rewards have been linked to positive Human Resources results, such as employee satisfaction, job motivation, emotional commitment, high levels of performance and organisational efficiency (Squires, 2001: 473-487).

Subjects of motivation and satisfaction have been studied by industrial organisational psychologists for decades, but progress has been slow for several reasons.

First, the promotion and satisfaction of the work have been considered confidential. However, it seems very difficult because these two elements are linked. Second, the related ideas have been found solely on certain issues. Finally, both inspiration and satisfaction are very complex (Locke and Latham, 1990: 3).

Financial rewards are legitimate commitments in business connections and are a key factor in pulling in and holding workers. Regardless, applicable records demonstrate that the prizes exchange limits and a few periods of the proposed prizes (Chen, Ford, and Farris, 1999: 47-55, Katz and Van Maanen, 1977: 469-486, Malhotra, Budhwar and Prowse, 2007: 18). Distinctive highlights fortify individuals at work, some of which are noticeable, for example, cash, and some are undetectable, for example, a feeling of progress (Spector, 2003).

In the late 1960s, the goal-structural theory was evolved. Study shows that the goal objective, targeted difficulty, and targeted commitment is closely related to work efficiency. Lock and Latham proposed a formal doctrine of the grammar system. Finally, leading researchers such as Bandura participated in significant philosophies in social behaviour and self-efficacy and behavioural performance (Stereos Ed., 2004: 382). These are all theories, limitations, and disadvantages. Some are more useful, some do not fit in today's world (Lok and Latha, 2004: 389). Locke and Latham (2004) thus created an integrated model of labour stimulus.

2.4 Maslow's Hierarchy of Needs

The first feature of the combined model is "needs" because the motive starts with needs (Locke and Latham, 2004: 391). Maslow developed one of the most popular favorites - service sequence (Buhler, 2003: 20). Need is something that one needs. Satisfaction comes from when the needs are met and motivated by a satisfying effort (Aldag and Kuzuhara, 2002: 234).

Maslow's Hierarchy of Needs contains five levels often described as pyramids. Writing down the lowest level of requirements, there are body needs; safety

requirements; ego requirements; self-respect; and renewal requirements (Lindner, 1998: 1). The key to Maslow's teaching is that when a certain weight of need is satisfied, we are exhausted. This person now wants a higher level of service satisfaction. This vision shows that the power to stimulate a person is limited (Drummond, 2000: 63).

Maslow's teaching can be a useful tool for managers in determining the types of rewards that can be effective in encouraging staff. It is important to see each employee individually and to remember that the needs of the staff vary from time to time. It is the responsibility of the manager to re-evaluate staff (Buhler, 2003: 20)



Figure 2-1: Maslow's Hierarchy of needs.

Source: Adapted from Schultz, H., Bagraim, J., Potgieter, T., Viedge, C. and Werner, A. (2003:55).

2.5 Employee Involvement

Personnel involvement creates a place where people influence the decisions and actions that affect their activities. Personnel involvement is not a goal or a tool, as done in many organisations. It is a philosophy of governance and leadership of the way people have come in to contribute to the ongoing development and continuous success of their work organisation (Heathfield, 2016).

Employee involvement enlarges ownership and dedication, it further preserves the organisations best employees, and promotes an environment in which employees choose to be inspired and contributing.

Employees' involvement implies that every employee is regarded as a different person, not just an imprisoned machine, and all the activity involved in helping the organisation to meet its objectives. The installation of each activity is promoted and respected by its leadership. Employees and managers realise that all activity is involved in doing business.

Personnel involvement is empowering employees to participate in decision-making processes and developments relevant to their organisation level. From McGregor's thought, Y began to bring managers into the idea of having a style of participation, the involvement of staff has taken many forms, including designing special approaches and activities, such as the QWL. Only at the end of the day is one thing separating one company from another - its people. It is not a product, not a service facility, not a process, not a secret ingredient; finally, any of these can be doubled. (Apostolic, 2000).

2.6 Employee Engagement

It describes the involvement in the literature of Human Resources as follows: the enthusiasm the workers think of their work. Commitment is about how passionate workers work and devote their work to. Employees take extra mile to contribute to the organisation's success. In short, commitment means that employees are expressed in a physical, cognitive and emotional way. It helps your body achieve greater performance and gain a competitive edge (Armstrong, 2006).

The domestic worker will make an extra effort to learn more, faster, and more creative. In addition, this initiative is a good description of the store filled with customers, employees, products, and profits. The housekeeper is focused on the organisation's objectives and the results that you want from the organisation. They have the feeling that we can contribute to the success of your community and use all its possibilities. (Smith, 2015).

According to Buvanaiah and Raya (2014), where the way to see the benefits associated with the organisation's involvement, definitions taken correctly are represented in Table 2.2, below. The various interpretations provided at the Table provide a common idea that, engaging in a level, which exists at a certain level.

Table 2-2: Definitions of Employee Engagement.

Authors	Definition	Perspective
Kahn (1990)	Integration of members of the organisation 'to their work; in engagement, people use and physically identify themselves, emotionally and emotionally during playtime.	Studies have opened the idea of engagement in each vision. Initially, he realised that the levels of involvement of a person's diversity were proposed and were proposed by the three psychological conditions needed for the employee to participate: the meaning, security, and availability.
Mone and London (2010)	An affiliate employee who is involved, dedicated, interested and enabling, and demonstrates those feelings in the performance of the work.	The idea of the organisation. This book illuminates the importance of engaging employees in achieving high performance.
Kerstin, Alfes et al. (2010)	Positive attendance during the workplace by voluntary donation effort, positive emotions, and interaction with others.	The idea of the organisation. The report emphasised the levels of engagement in different settings to raise organisations to develop work plans.

Harter, Schmidt, and Hayes (2002)	Individual engagement and satisfaction, with enthusiasm for work.	The idea of the organisation. The study reviewed the business results associated with the interaction of meta activity by analysing and recognizing that the high-level of engagement is well linked to business results.
Janson and Janson (as cited in Catteeuw, Flynn and Vonderhorst (2007))	The level of staff is satisfied with their jobs, feels worthwhile, and deal with working with trust. Employees will stay with the company for a long time and will always find the best, practical ways to add an organisation to the organisation. The result is the top company where people grow and the product has been expanded and strengthened.	Organisational perspective
Macey, Schneider, Barbera, and Young (2009)	Individual concepts and special strengths are evident from others in demonstrating personal action, sync, hard work, and persistence focused on organisational goals.	Each vision. Studies are facing a problem of misunderstandings by giving meaning to engagement. The engagement was defined in terms of labour force experience and other exhibits in the workplace.

Source: Adapted from Bhuvanaiah and Raya (2014, p.63).

The researcher welcomes the meaning of Nienaber and Martins (2015: 5), which includes employees referring to 'hired' staff at the individual level and organisation, fully involved, and enthusiastic, their work, and thus taking positive steps to improve the reputation and enthusiasm of the organisation.

2.6.1 The Development of Employee Engagement

Participation seems to be developed in a positive brain perspective, and focuses on Human strength and good performance, rather than weaknesses and misery (De Waal and Pienaar, 2013). Involvement is a concept that falls under good governance (Bezuidenhout and Schultz, 2013). Engagement emphasises the idea of postponing good and working well in the workplace environment, with a high-level of power, engagement and investment commitment in a person's work (De Waal and Pienaar, 2013). Engaging is a good idea, which works in social work or fulfillment, where the affected staff has high power, enthusiasm, and strong affirmation (De Waal and Pienaar, 2013).

According to updated publications, six types of employment-related involvement have been identified: job engagement, organisation engagement, personal engagement, burnout/engagement, work engagement, and employee engagement. Staff involvement has been reported that it may be linked to labour, intentions and behavioural practices, and that involvement in work shows that it is possible to contribute to the creation of employers' organisations (Du Plooy and Roodt, 2010). In his time of engagement as the actual expansion, Kahn (1990) identifies three psychological, mental, mental and psychological factors that hold Human involvement in terms of work.

MacLeod and Clarke (2010) identify four key enablers/drivers to successful engagement:

- a) Leadership= provides a legitimate story of ownership and commitment from staff and staff at all levels. A story that explains a clear story about what the organisation's purpose is doing, why it has a broader perspective on you, and how one is involved in that purpose. Employees have a clear view of their work and accountability and understand their

work in harmony with it. These objectives and values are reflected in strong, clear and clear organisation systems.

- b) Engaging managers= simplify and empower, rather than control or prevent their employees. They use their employees respectfully and respectfully and show commitment to growing, expanding and rewarding their capabilities. Above all, they treat employees and groups as individuals, not 'Human Resources'.
- c) Voice= active voice and delegated power - staff ideas are required. They are believed, and they see that their ideas are scary and make a difference. They talk and challenge when appropriate. The strongest listening and responding concept integrate the organisation, enabled by effective communication.
- d) Integrity= conduct in the entire organisation is in line with the targeted principles, which lead to optimism and integrity. Organisations need to show honesty and honesty when the organisational standards of the organisation remain real-in other words, there is no gap between rhetoric and truth.

Bhuvanaiah and Raya (2014) have proposed three types of involvement (behaviour, behaviour, and behaviour) that will explain a lot of involvement, where engagement is considered a mental, moral, or mental attitude, but a combination of complex comparisons. Government involvement reflects the feelings of involvement, while moral involvement focuses on the person to take place (Purcell, 2014). Ethical engagement is related to management practices that seem to be linked to collaborative employees (Purcell, 2014).

2.6.2 Measuring Employee Engagement

It is interesting that although you are interested in information about involvement, there is a very small deal of what is being said now, and different educators use different elements and scales to measure what is involved (Robertson et al., 2012). This was explained by Meyer and Gagne (2008) since there is now no agreement on the equality of the co-operative and accountability that has been used to guide the equilibrium (eg mental and moral impacts) in different situations. It is argued that construction itself and its measurements are not well developed (Nienaber and

Martins, 2014). Usually, questions were made to measure this type of employee involvement focused on commitments and other positive attitudes such as work satisfaction and attachments (Robertson et al., 2012). According to Meyer and Gagne (2008), action-taking measures have not properly identified the potential employees.

One idea of engagement, taken by other experts, involves focusing on how the employee feels when he or she is fully integrated. This type of program recognizes the function as a baptized person in his or her work-at times and faces a state called "flow" - a government that involves a long time focusing on what you are doing, in the way that interrupts time, seems to pass by quickly, and the person's consciousness is small or completely lost (Robertson et al., 2012). On the other hand, the involvement of the senior management of the organisations is that the involved employee knows the situation of the business, and works with his colleagues to improve the performance of the work for the benefit of the organisation.

Robertson and Cooper (2010) discussed the potential consequences of neglecting mental health in raising and measuring staff involvement, and suggesting that the focus on the positive views of staff, organisational and Human rights, although it is important to lead the organisation, is not very important to employees. Robinson and Hayday (as shown in March and Hofmeyr, 2013), argue that research in the past focuses on staff rehabilitation, employee commitment and inspirational practices, and including staff including all of this, including emotional condition.

2.7 Job Satisfaction

Job satisfaction is a multidimensional structure that is strongly dependent on mood and mood and can be considered as an important factor affecting psychological and psychological health problems in the workplace (Hosie, Sevastos and Cooper, 2006: 45). This is also related to how well the personal expectations of employees at work coincide with results (McKenna, 2006: 295) and are defined as the general attitude/feelings of people to their work (Känd and Rekor, 2005: 9; Robbins, 2007: 252).

Working is important to people mainly because it provides a variety of rewards that satisfy people's needs. This implies that a lot of people report to work to earn a living. According to Armstrong people work because working brings other satisfactions such as a sense of achievement, recognition, prestige, the opportunities to bring and develop abilities, the scope to exercise power and companionship

Work is an economic necessity for everyone who is in the working field therefore income is tied to basic physiological needs. Through work, a lot of people use many of their achievements and social activities. (Holt: 1998:677).

Job satisfaction is one of the most thought-provoking tasks of behaviour. Joshua (2008: 5) states that the researchers have complimented the high standard of service. Locke, as stated by Modley (2004: 12), says that even though the content of work satisfaction has been investigated, it is still a major issue of arguments because of the lack of agreement between investigators. The employee's attitude and satisfaction of the work are essential to the success of GCRA employees. Job satisfaction focuses on career ideas about work. The relationship between the organisation and its members is due to their working together with the rewards and achievements they receive (Melins, 2007: 249). In this way, the management of the GCRA wants to know better ways to cooperate with staff and to endure their efforts to achieve the goals and objectives of the organisation.

Job satisfaction has been defined in many ways and several theorists have produced their visual objections (Worrell, 2004: 10). Worrell (2004) combines employment conditions, job satisfaction and functionality in a variety of ways, which can define the lack of quality of service satisfaction. Robbins and Judge (2007: 79) describe job satisfaction as a positive feeling about his job because of evaluating its characteristics. Luthans (2005: 212) admits a lot's conviction that work satisfaction is a feeling of good results due to a test of work or experience. Robbins and Judge (2007: 79) note that an employee's assessment is satisfied or dissatisfied if he or she has the task of revealing a lot of difficulty of clear work. In the booklet, Worrell (2004: 10) provided one of the first step-by-step designs in describing the development of any number of mental, physical, and emotional factors that lead to Human satisfaction.

Luthans (2005: 212) are continuing to be content with the employee because of the employee's view of how their work provides what is considered important. Bitch and Hogberg (2005: 659) explained that work satisfaction is a general sense of current work with the current organisation that includes emotions, beliefs, and attitudes. The artist (1996: 214) tells us that work satisfaction is not just how people feel about their work, but how they feel about different types of work.

2.7.1 Influences on Job Satisfaction.

Luthans (2005: 212) says that there are three important dimensions in achieving the work. Firstly, content satisfaction is a mental attitude in the work environment. As such, it will not be visible, however, it can only be done. Secondly, content satisfaction often determines how good results come or when it comes to waiting. For example, if the group members feel that they are working harder than others in the department but they get a few rewards, these employees will have a bad attitude toward their work, boss, and / or colleagues. On the other hand, if employees feel that they are treated well and paid equally, they may have a positive attitude toward their work. Third, the satisfaction of the work reflects several related attitudes.

Schultz, Bagraim, Potgieter, Viedge and Werner (2003: 220) suggest that the work is satisfactory to employing individuals in their various fields of work, such as work, work interactions and relationships, the awarding and promotion of personal details of Tella, Ayeni, and Popoola (2007: 4) like Schultz et al. (2003) identifies five different sections on behalf of the most important features of the staff that respond. These are; -

2.7.1.1 The Influence of Work Itself on Job Satisfaction.

This means the work offers exciting activities, opportunities for learning and human dignity, and the opportunity to accept responsibility (Robbins, Odendaal and Roodt, 2006: 77). Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2002: 217), say that employees have many opportunities to choose exciting and challenging jobs that offer opportunities for self-sacrifice and acceptance of who give little or no satisfaction to the job. Wilson (1999: 26) states that since employees are not as

good as all, as well as successful and successful, the work and staff should agree with skill and wisdom.

2.7.1.2 The Effect of Promotion Opportunities on Job Satisfaction.

Robbins, Odendaal, and Roodt (2006: 77) define the opportunity to publish as opportunities to advance the organisation. This includes post-growth opportunities and growth. Opportunities for advocacy seem to have different effects on the content of content as they take different forms. The reward for promotion can be explained by McClelland's theory for success and the Maslow's self-reliance and self-reliance Masker (Peerbhai, 2006: 42). One of the four main points highlighted as contributing to satisfying work is an opportunity to grow. Carrell, Elbert, Hatfield, Grobler, Marx van Schyf (1999: 561) argue that the opportunity to be used is an essential ingredient in the workplace as you provide a platform for continuous learning and learning. Luthane (2008: 143) states that the operation has several satisfactory effects on the job because there are many types of donations with different rewards, for example, the support that comes from the increase of 10% is not as exciting as the lead by 20% discount.

In addition, workers who are encouraged to be young are very young to be content with those who are encouraged by their work (Carrell et al., 1999: 561). In the recent years of the dissolution of organisations and the developmental powers, the promotion of the traditional concept of higher business success has been lost as it was previously (Moodley, 2004: 24). Quarles's qualifications (1994: 180), highlighted that if policies and promotions are considered incorrect, then employees may find work dissatisfaction.

2.7.1.3 The Impact of Salary on Job Satisfaction.

Josias (2005: 53) describes the payment as the amount of revenue received and the quality of it is equally comparable to the other in the organisation. Money is important not only in the sense that it helps people to get their basic needs but it is very important to provide maximum satisfaction. The problem of money is the main motivation for job satisfaction was the bone of conflict by several authors who have different ideas. According to Greenberg and Baron (2008: 233) a low-cost salary,

which leads to job satisfaction, is a huge contribution to restoring staff. Visible to billing documents is an important factor in job satisfaction.

Payment has a unique meaning for different people. Gruneberg, as shown by Modley (2004: 25), claims that paying can reflect achievement, recognition or failure. Payment of satisfaction has been determined by the equity made, rather than the payment fee (Spector, 1996: 226). This means that low-income people can be more satisfied with their payroll than many people earn money. As a result, paying for satisfaction is influenced by how one's salary compares to others in the same work, there are many people (Peerbai, 2006: 42). Differences and differences can result in dissatisfaction with the nose. Josias (2005: 54) warns that the increase in payment only takes a small step in promoting and managing should look at alternatives to increase employee satisfaction levels.

2.7.1.4 The Importance of Supervision on Job Satisfaction.

Certo (2010: 3) describes the president's ability to provide psychological support, technological experts and support to the lowest in job-related activities. Care is another important source of job satisfaction. Newstrom (2007: 4) emphasises that the role of managers is to provide interaction between employees and managers. In addition, the director may provide the necessary knowledge needed to know the job.

Josias (2005: 56) identifies three dimensions of supervisory style that influence job satisfaction. One of these is the centrality of the employee, which is measured to the extent that a supervisor has a personal interest and takes care of the employee. It manifests itself extensively in ways such as employee skills, individual counseling and assistance, and personal and official communication with the employee. The second dimension is participation or influence, demonstrated by managers who allow their employees to participate in decisions that influence their work. The third dimension is the employee's perception if it is for his supervisor and his organisation. In most cases, this approach leads to greater job satisfaction. It is also important that supervisors recognize and reward good work.

A supervisor may be a source of stress and employee satisfaction in speaking well, stirring up the conflict, adjusting the action and indicating the absence of

consideration for the employee's life (Certo, 2010: 355). Carrell et al. (1999: 561) conclude that the satisfaction of the work has been improved when skilled managers see that they are fair, helpful, capable and successful. This includes the ability of a solver manager, coach, coach, and audience. This means that steward, inexperienced and negligent managers will have a very negative impact on job satisfaction.

2.7.1.5 The Role of Co-Workers on Job Satisfaction.

This is an estimate where employees work legally and community support for each other in that affects job satisfaction (Robbins, Odendaal and Root, 2006: 77). According to Perbabhai (2006: 44), McClelland's belief in Maslow's collaborative need and the need to be a presiding officer in the workplace's demands for social work is not satisfactory. Moodley (2004: 2) indicates that the type of workgroup and friendly associates, their partners will have a tremendous impact on work satisfaction.

The task team serves as a source of support, comfort, advice, and assistance to each employee. An exciting and enjoyable team of creations creates work satisfaction. Hitt, Miller, and Collella (2009: 192) say that if a team of workers is unwanted to be around it will have a positive effect on achieving the work. Therefore, a good team and co-operative lead to achieving satisfaction, teamwork, and entertainment. The work team is also important in agreement with group engagement and cohesion.

2.7.2 The Significance of Working Conditions on Job Satisfaction.

According to Mullins (2008: 278), the most important issue that affects job satisfaction and efficiency in the workplace and occupancy. Josiah (2005: 58) claims that research indicates that workers choose a safe environment, clean, comfortable and low level of interruption. Mullins (2008: 278) continues to say that the inspired workplace will be a stimulating job by increasing employee satisfaction and employee performance.

2.7.3 Relevant Theories of Motivation Impacting On Job Satisfaction.

Worrell (2004: 12) says that there are many attempts to explain the satisfaction of the work. Bitsch and Hogberg (2005: 659) agree with Worll (2004: 14) confirming that work satisfaction has been studied in a variety of ways and many perspectives. IBitsch and Hogberg (2005: 660) add that this includes concepts of encouragement translated into concepts of satisfactory work in different subjects. In the case of this study, it is necessary to discuss the relevant issues in promoting and how these perspectives affect the satisfaction of work and performance.

2.8 Goal Theory

The theory of motivation for setting goals confirms that goal setting is essentially related to the accomplishment of tasks. He argues that specific and challenging objectives, with appropriate feedback, contribute to greater and better-performing tasks

2.8.1 Advantages of Goal Setting Theory

- a) Goal setting theory is a way to encourage employees to do their job quickly and efficiently.
- b) It leads to better performance by increasing motivation and effort.

2.8.2 Limitations of Goal Setting Theory

- a) Sometimes the organisational goals conflict with the management goals. The conflict has an adverse impact on performance if it stimulates an unsuitable activity stream.
- b) Encourage more difficult and complex goals to bring more hazardous behaviour.
- c) If the employee has no skills and competencies to carry out actions that are necessary for the target, then the deadline can fail and that performance will adversely affect.

- d) There is no evidence to prove that the arrangement of job satisfaction goals improves. (ManagementStudyGuide, 2008).

However, it is difficult for the purposes of directing the behaviour of employees without receiving the answer (Spector, 2000: 190). The answer to the goals will lead to higher performance than if the answer is not available. In other words, the staff does well to find out how successful they are in achieving their goals. The answer shows the employees the difference between what they have done and what they want to achieve (Robbins, 2000: 416). The personal response, where employees monitor their own progress, is shown to be a stronger motivation than an external response (Robbins, 2000: 416).

The expansion of the teaching emphasises the importance of the principles of successful workers. Studies show that you are alone or encouraged to achieve this. Because of this, it may be confidence in a spirit of self-reliance that adds a goal. Expected expectations when the goal is difficult, employees can find many opportunities to achieve goals. This can reduce staff intent to achieve the goal (Lawler, 2003: 49). But the other evidence indicates that the most difficult way in the road, how the managing director is benefiting.

So, employees may be inclined to promote difficult goals rather than easy, even if they are less likely to succeed. In this case, the manager should direct the employee properly to reach a difficult goal to prevent cheating, illegitimate conduct or fraudulent action measures (Lawler, 2003: 50).

A research study suggests that goals impel employees for several reasons. Firstly, the goal is to direct the care of an employee at a particular facility, so the employee makes some effort in accomplishing that purpose. Secondly, the challenge of a policy, which requires repeated effort, encourages persistence. Finally, because the goal creates a gap between truth and desire, it promotes creative action and action studies (Kreitner, 2004: 434).

Another issue related to the time of self-determination is a long-term, explicit explanation of the work that should be completed. The idea is that time passes as a timely tool for managing and adding a stimulating effect to goals. In other words, when the time passes longer than the termination of the work, the person often

reduces the job to fill the time. On the other hand, as time passes, the person is often working faster (Fried and Slowik, 2004: 407). Studies have found that an unsuitable period can lead to less efficiency, especially when complicated work is done.

2.9 Job Characteristic Theory

Job satisfaction is often defined as the level of the person involved in his or her workplace (July 2002: 116). It has been one of the most famous titles in organisational psychiatry, interest in its components, ratings, causes, and effects (Spector, 2000: 316). Job satisfaction seems to be a result of good work inspections for Human significance. Satisfaction is obtained when a job is called filling or helping a person to get a price; Uncertainty is found when the work is called a block or moves a person away from reaching the number (Locke and Latham, 1990: 16).

There are five core job dimensions in this model (Fincham and Rhodes, 2005:220):

- a) Skills varieties= are functions where jobs require skills.
- b) Task identity= is the level where jobs require completion of all tasks.
- c) Task significance= the impact of the activities that they believe they have in others and within the organisation.
- d) Autonomy is the extent to which workplaces provide freedom and independence in the workplace and in the distribution of tasks.
- e) Task feedback refers to the extent to which tasks provide clear and direct information about tasks performed.

According to the model, any job has a potential motivating score (MPS), which is

Calculated as follows (Spector, 2000:316):

$$MPS = (skill\ variety + task\ identity + task\ significance) / 3 \times autonomy \times feedback$$

One part of the model is the growth of employees the power needed (GNS), which means that people are different to the extent they want to 'grow'. People with

higher GNS may be more likely to respond to high energy promotion activities (Spector, 2000: 315).

2.10 Organisation Commitment

The organisation's commitment is closely related to the satisfaction of the work. According to Meyer's work, Allen and Smith (1993 to Spector, 2000: 217), the affiliation of the organisation can depend on any of the following three: emotional impulses, which occur when someone wishes to stay in one party the motivation of feeling; a binding commitment, which exists when a person needs to stay in the institution because he or she needs a reward and will not find another job; a common commitment, what happens when a person feels in the party and feels that organisation is a good thing. Low-income people may leave work more securely than those with high commitment (Spector, 2000: 217).

2.11 Training

To change the motivation of work and the satisfaction of the tasks that must be done successfully, certain skills are required; most changes require a new set of skills and therefore training becomes an integral part of the promotion of staff. Employees should be trained in the goals and goals of the organisation. As the review work plans will be implemented, enabling the feedback to be given to employees to improve in the missing areas. Training will reduce the effectiveness of the organisation within the organisation, and employees need to make sure that the change is better for the development of the organisation. Skills development skills can be used to encourage employees to make changes.

2.12 Rewards and Recognition

A principle of labour in the laboratory the Compensation and Information Notes after restructuring the world does more (Van Dyke and Ryan, 2012). Increase, unemployment increases the need for companies to encourage and benefit workers. Van Dyke and Ryan (2012) suggested that non-cash benefits such as gift cards, travels and goods should encourage friendships and organisations that depend on personnel and labour relations rather than financial compensation.

Promote the development of the work by introducing a model for promoting job creation, choosing a suitable salary program and ensuring that the number of employees will be achieved in achieving the goals of the workforce, supporting the system by justifying injustices and agreeing with the application, measuring the results of promoting and ensuring that the program achieves work objectives with positive feedback in future income plans.

Recognition is defined as "visible and invisible manifestation of a person's contribution, success or commentary behaviour" (Saunderson, 2011, page 1). Recognition may be through a thank-you note or thanksgiving name. The prize, on the other hand, is the transaction and is provided for achieving specific goals or purposes and "recipients are primarily the prize contract" (Saunderson, 2011, page 1). Recognition and rewards are divided by promoting key and emerging.

2.13 The Role of Human Resource Management

The main purpose of Human Resource Management is to find staff, primarily made; negotiate, evaluate and select the most qualified professionals in the organisation. This is more complicated than previous times when human resource management (HRM) staff relies on the recommendations from current employees (Sim 2007, 9) the meeting should decide who will choose and who can reject between multiple applicants in opening the job. Therefore, it is of crucial importance that organisations select and recruit individuals who are likely to use their HRM department to perform their duties and should not discriminate (Thornton and Rupp 2006, 10).

HRM management performs a training program, create a management program and sign an agreement with an external training organisation. (Pell 2001, 8). HRM is also responsible for promoting ideas and delegations, goals, small and long-term programs and planning plans for programming to achieve the overall corporate goals. (Milligan et al. 1996, 5).

In addition, HRM also coordinates and directs employees or individuals within the organisation. This requires HRM to have a variety of skills to ensure that employers

have completed the job assignments at the right time. (Milligan et al. 1996, 6) In many corporations of organisations, a yearly inspection is conducted to assess employee labour. As a result, HRM is involved in making changes and working as a strong war in situations where change will be harmful. The personal activity can help the organisation to improve the energy efficiency of changes that will continue to be part of the planning system. (Armstrong 2006, 55) HRM makes adequate provision for raising payroll salaries and salaries for employees who serve the organisation.

It includes job assessment, salary payroll, and earnings, balancing salaries, billing payments, billing plans, and bonuses. (Kubr and International Labour Office 2002, 390 - 391) Employees are often rewarded for the importance of their work, their contributions and their performance. However, making available benefits based on an operating level can increase the employee motive for doing; many salaries are usually made based on the work performed by the employee. However, earnings-based solely on personal donations of work because of membership of the organisation grow rapidly. Appraising for performance is not all easy for the organisation to analyse its employees. Therefore, the company must ensure the effective use of human resource tools to achieve these objectives. Appraisal of the perforation must only be made for employees to join the organisation, to participate and to do so and to determine the possible training and development requirements. (Krish-nutti 2006, 9-10).

Giving new high-level responsibilities to employees is a major decision for the company and other personnel under its supervision. Most companies now use the Human Resources department to identify their potential employees for the success of their management positions at senior positions. When a company wants to reduce its employees for economic reasons or because of the changes in its building, they face problems to determine who should keep and who should release from the company. For such reasons, many companies use resource management to measure their needs. (Thornton no Rupp 2006, 12).

2.14 Theories on Motivation

2.14.1 Herzberg's Two-Factor Theory

Herzberg described his view of promoting the same as Maslow's idea that the work itself can serve as the main source of satisfaction for work (Vecchio, 2000: 77). According to Torrington and Hol (1991: 425), the consideration of this article was that a satisfactory employee could be an active one. Herzberg, in her study, found that the causes for job satisfaction differ from those who cause job insecurity (Melins, 2007: 262). Greenberg and Baron (2008: 221) agree (Mellin, 2007) arguing that Herzberg's Two-Factor Theory is a belief in satisfactory and satisfactory work from different diverse groups. Below, in Table 2-3, presents Herzberg's motivators and hygiene. As seen in the Figure, motivators are intrinsic conditions to the work itself and hygiene's extrinsic conditions to the work.

Table 2-3: Herzberg's Theory – Two-factor theory.

Motivators (leading to satisfaction)	Hygiene's (leading to dissatisfaction)
Achievement	Company policy
Recognition	Supervision
Work itself	Relationship with boss
Responsibility	Work conditions
Advancement	Salary
Growth	Relationship with peers
	Security

Herzberg Factor Theory (1959) is related to Maslow's (1943) concept of inspiration, called the Hierarchy of Needs. Maslow (1943) says there is an urgent need for at least five carriers, called necessities, namely: living, safety, love, respect, and accountability. And "we are motivated by the desire to achieve or maintain a variety of situations where these relaxation recommendations are resting and some psychological desires"(Maslow, 1943)

2.14.2 Comparison of Maslow's Hierarchy of Needs and Herzberg Two-Factor Theory.

The theories of Maslow and Herzberg are related in various ways. Their similarities and differences are shown in the diagrams below.

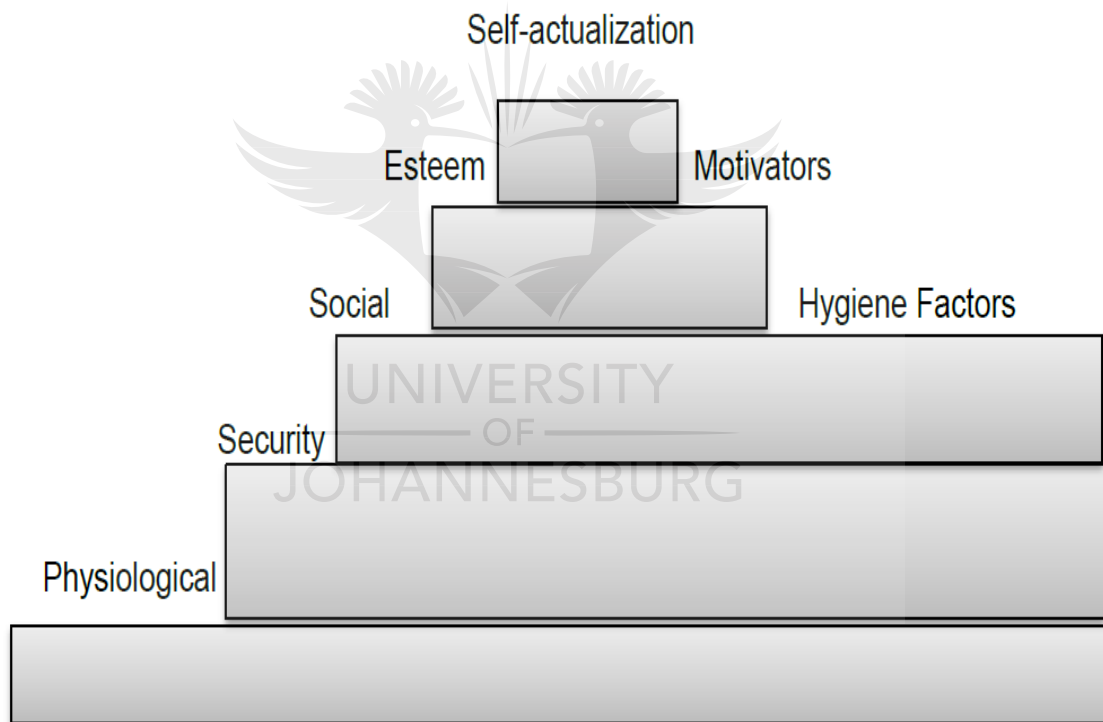


Figure 2-2: Maslow and Herzberg's similarities.

Source: Adapted from R M Fulmer

Table 2-4: Differences between Herzberg theories and Maslow's

SUBJECT	HERZBERG'S THEORY	MASLOW'S THEORY
Application	It works very much in the workplace and expertise workers.	All people of all sorts, staff and retired
Influence of needs on behaviour	certain intrinsic needs It can serve as motivators.	All needs can motivate behaviour
Role of financial rewards	Financial reward is not a Key motivator.	Financial reward can motivate
Perspective	Is job centered?	It has an impact on all people and their lives.
Type of theory	Prescriptive (what should be)	Descriptive (what is)?

Source: Donnelly, Gibson, and Ivancevich.

Table 2-4 clearly differentiate between two theories. Based on the Table differences which are worth being restated is that the Maslow's theory is descriptive rather than being prescriptive. The other notable difference is that the Maslow can apply to any setting rather than work setting alone as implied by Herzberg two-factor theory. The concluding difference is that Maslow's theory emphasises that any need can motivate while the Herzberg's theory stic on intrinsic motivators.

2.15 Summary of the Chapter

This chapter has discussed theoretical literature, empirical literature and general implication from the literature. Theoretically, the key motivation theory is Maslow's Hierarchy of Needs which was developed as one of the popular favorites. Maslow's theory emphasises that satisfaction comes from when the needs are met and motivated by a satisfying effort. Herzberg's Two-Factor Theory was also reviewed noting differences with the most celebrated one - Maslow hierarchy of needs. Maslow's theory was concluded to be descriptive rather than being prescriptive. The other notable difference is that Maslow can apply to any setting rather than work setting as implied by Herzberg two-factor theory. The concluding difference is that Maslow's theory emphasises that any need can motivate while Herzberg's theory hinges on intrinsic motivators. Related to Motivation, Job satisfaction theories were discussed while noting limitations. Job satisfaction theories emphasised include Goal Theory, Job characteristic theory. Deductively, emanating from an assortment of job satisfaction theories, organisational commitment was then noted to be theoretically influenced by Training, Rewards, and Recognition and HRM. Based on empirical literature, International Perspectives on Employee Motivation were hinted to establish what other studies have been saying on what genuinely motivates workers. Based on such empirical literature, work training is a key motivator. More so, other motivation artifacts included were job design, job satisfaction, incentives, training, education, performance management and empowerment. South African perspective on employee motivation was touch based where the rainbow nation workers were inferred to be empirically motivated by both intrinsic and extrinsic motivation by different features which move people to work, some of which are visible while some are invisible. Other notable motivation factors were found to be employee involvement and employee engagement. Influences on job satisfaction were discussed and the literature on surface establishes that job satisfaction is influenced by work itself, promotion, salary, intensity of supervision, friendliness of co-workers and working conditions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The role of research has increased significantly in the business sector as it provides the tools and skills needed to meet the challenges of today's developmental development (Bhattacharyya, 2006: 20). The Cryer (2006: 56) emphasises that research continues and takes place every day in all organisations in various forms and is based on the work of someone else. This chapter describes the ways researchers will use data collection. The brief history of the organisation will be presented and the research method used in this study will be discussed. The number of samples, research design, population, and sample will be discussed.

3.2 Research Problem Defined

Many of the Gauteng City Academy Region employees are not happy with their job quality and motivation, and therefore, they seek alternative jobs where they can meet a high-level of job satisfaction and a lot of encouragement. Such actions have a negative impact on the organisation's becoming profitable and successful for a long time. Ffinck, Timmers, and Mennes (1998) emphasised that only when employees are happy and encouraged by what they do, they will make a good business accessible.

3.3 A Hint on Research Objectives

After the definition of the research problem, the research objectives were formulated. The objectives of this research study are to investigate the level of employee motivation and job satisfaction level of non-senior management service members in GCRA and to analyse the nature and relationship between these levels and several biographical characteristics within the sample. Furthermore, the study will determine the employee motivation levels of non-senior management

service members in GCRA, and the relationship between job satisfaction levels and several biographical characteristics.

3.4 Research Design

Leidy and Ormrod (2010: 2) describe research as an organised process for collecting, analysing and translating information to give a full understanding of the impact of interest. This is supported by McMillan and Schumacher (2001: 22) who show that research is a good program that sets guidelines and provides a thorough and formal investigation of the research problem. Goddard and Melville (2001: 1) say that research is about responding to unanswered questions or creating what does not exist.

According to Setsaran and Bougie (2010: 103), lessons can be seen by creation, naturally defined or can be explored. There are many types of research that can be done. According to Struwig and Stead (2001: 7), a thorough investigation is the first type, which is clearly used to clarify the understanding of a person. This kind of research has been carried out when there is little knowledge about the existing situation or there is no knowledge about how similar research problems have been identified (Sekaran and Bougie, 2010: 103). The second type of study that is explosive is used to create relationships between different changes, the third type of study is a descriptive study. This type of study is used to illustrate the exact situation in which the researcher wants to collect data (Maree, Creswell, Ebersohn, Ellof, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Plano Clark and van der Westhuizen, 2009: 291). Descriptive studies have been undertaken to ensure and are able to describe aspects of the changes involved in the situation (Struwig and Stead, 2001: 8).

Descriptive studies that introduce data into meaningful contexts help researchers to (1) understand the features of the group in the given context, (2) think about organisational aspects, (3) to provide continuous assessment and research ideas, and/or (4) help make some simple decisions. Ghauri and Gronhaug (2002: 47) suggest that the selection of a research plan should be developed which allows the answer to the problem of research in the best possible way for the problems given,

e.g. time, budget problems and abilities. With the above factors considered, the researcher concluded that this study is very relevant to exploratory research.

Questionnaires are data collection processes that ask questions and record responses. Questionnaires can be done for two main reasons. One is to estimate the characteristics of a population. The second is for hypothesis testing (Whitely, 2002:345).

In this research, the questionnaire design, which took place in GCRA based in Gauteng province, was done to determine employee motivation and the level of job satisfaction among the employees.

Surveys are research techniques used to gather information from groups of people using questionnaires. Creating a questionnaire and setting up a questionnaire is essential for the development of survey design (Zikmund, 2003: 66).

Terre Blanche and Durrheim (Dockel, 2003: 70) describes these questions as part of the written questions used to collect information from respondents. It is one of the most effective ways to collect data from social science. However, the process of completing these questions is complicated (Whiteley, 2002: 371).

Questionnaires can be divided into two categories: closed questions and open questions. At the end of the question, the respondent is asked to choose an answer from a set of other methods. Representatives should answer their names (Edwards et al., 1997: 24). Researchers often like endless questions. Other responses are made in a way that researchers can do easily (Whiteley, 2002: 345).

In this lesson, closed questions are used in line with the Likert rating. Likert rating measurement is the highest standard used for most items. They need to give the respondent a set of statements about a person, thing, or idea, and the respondents should not disclose how they feel strongly or against the statement (Whiteley, 2002). The 7-point Likert rating is used in this study. Representatives are asked to comment on how they agree or disagree with those present with statements on the motive.

3.5 Descriptive of Targeted Population

Goddard and Melville (2001: 34) describe the population as a whole group of people or events that the research is seeking to investigate. Teddlie and Tashakkori (2009: 341) consider the number of people to be perfect in all components, individuals, or companies with visual boundaries that integrate specific features. According to Crask (2000: 176), describing the targeted people is an important step towards building a research project. This research was conducted at GCRA in Gauteng province to determine employee motivation and the level of job satisfaction of non-senior management service members in the organisation.

3.6 The Sampling Processes

According to Struwig and Stead (2001: 109), the sample is a process of selecting the right people or items from a sampling representative for everyone. Fox and Bayat (2007: 54) say that the sampling process involves drawing a sample that represents, which combines all the elements of the universe. The most important requirement for a good sample is that each unit of the affected people should have the same opportunity for installation. Cohen, Manion, and Morrison (2007: 100) emphasised that the height of the research team was either limited or not only by the accuracy of the methodology but also by the suitability of the selected sampling program. Study methods can be divided into two main categories, namely: track tracks and impossible possibilities.

3.6.1 Probability Sampling

Leedy and Ormrod (2010: 204) describe a probability sample as a randomized sampling solution from individuals where each member has the same opportunity as an option. Maree, et al. (2008: 175) emphasised that the selection of elements is unique when the operating system is used as an optional choice. When elements in humans have the same equal amount of choice as samples, the sampling process may be selected (Sekaran and Bougie, 2010: 270). According to Saunders, Lewis, and Thornhill (2003: 159), five strategies can be used to select a possible sample, namely:

- a) Cluster sampling = the researcher divides the population into separate groups named clusters. After that, a simple random collection of clusters is selected. The researcher then performs his analysis of the data from the sets of samples.
- b) Simple random sampling= a set of demographics in which each member of a cell has an equal probability of being selected. A simple offline sample is pictured to be a group image.
- c) Multi-stage sampling= is a sampling using small sample units per category. It can be a complex type of cluster sample because it is a sample type that involves dividing a population into clusters. After that, one or more groups are selected and everyone in the group is selected.
- d) Systematic sampling= is a type of sampling method in which sample members from a large sample are selected based on a random starting point but with a fixed, periodic constraint. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size.
- e) Stratified random sampling= is a method of obtaining samples that involve the division of a population into smaller subgroups called strata. Strata are constructed based on characteristics or members of a shared income such as income or educational attainment.

3.6.2 Non-Probability Sampling

In an unusual time, sampling design elements for humans have the same opportunity for selection (Fox and Bayat, 2007: 58). Maree, et al. (2008: 176) does not support the use of an anonymous sample that would be dangerous to find conclusions about the population as there is no representation of the population. According to Hair, Barbin, Money, and Samuel (2003: 217), it is unlikely that the selection of sample components could not be done with the intention of having a population number.

Therefore, the chances of choosing the genes among people are still unknown. Cooper and Schindler (2003: 198) agree with Maree, et al. (2008) and Hair, et al. (2003) states that impossible measuring strategies can provide the preference and preference of the parties. Salkind (2003: 94) saw the following non-impossible ways, namely:

- a) Self-selection sampling.
- b) Purposive sampling.
- c) Convenience sampling.
- d) Snowball sampling.
- e) Quota sampling.

Saunders, Lewis, and Thornhill (2003: 159) say that many non-probability study methods are not available, as they can provide some sensible options to answer the questionnaire of the researcher and the research policy (s).

3.7 Data Collection Methods

Several methods can be used to collect data from respondents' sample in each way with its benefits and remains. Brannick and Roche (2007: 16) emphasised that the selection of data collection method is an important factor in the design of research. According to Cooper and Schindler (2003: 87), data collection can be seen from a simple vision in one place to the complex analysis of international organisations in different parts of the world. The way the researcher chooses will primarily do the data collection. Maree, et al. (2008: 156) refers to the following as one of the most common data collection methods:

- a) Administration of group questionnaires= is where the researcher waited while the whole group of respondents is looking forward to completing the questions.
- b) A post survey= where questionnaires are sent to respondents.
- c) A telephone survey= where the responded asks questions and the researcher records the answers.
- d) Face to face =where some are corresponding to the visit of the interviewers asked questions and answers are recorded.
- e) A personal approach =where the researcher submits questions and collects questions that are later completed.

f) Electronic mailing= where the researcher sends questionnaires and instructions via the electronic mailing system.

Kumar (2005: 22) explains that any source where data is collected is called a research tool. He continued to say that a combination of data collection tools is often useful to increase collected data. Because GCRA was a small organisation the researcher used a personal approach method of collecting data from respondents.

The participants were given letters informing them that the questionnaire requires internal employees to fill the questionnaire anonymously. To ensure anonymity, the questionnaire requested the biographical data required to make comparisons related to gender and generational cohorts. Unique identifiers as full name, email address, managed position, Identity or physical addresses are not included as part of a collection of data collected.

3.8 Primary Data Collection

Primary data is data collected first-hand by researchers (Mouton, 2001: 71). In this study, the researcher started conducting research through the personal approach method of managing immediate inquiries for collecting key data. It was considered that the high-level of response would be achieved through the personal approach to managing these questionnaires with all 73 target respondents. Sekaran (2003: 236) supports the personal approach that shows that the advantage is that the researcher is given the opportunity to bring a subject of research and encourage the respondent to give feedback. Shajahan (2004: 53) points out that the use of questionnaires is an acceptable requirement for the business as questionnaires are standardized and make it easier. The Director for Education and research in the Department of Education saw the purpose of the study, he then allocated time to all staff of all the GCRA to complete the researchers' questionnaires. Questionnaires were completed within a month. Employees who were on leave or who were not available for a period when researcher distributed questionnaires were given time on a later stage to complete researchers' questionnaires.

3.9 Secondary Data Collection

Secondary data is defined as data collected by someone else or for a purpose without a current study (Mouton, 2001: 71). Sekaran and Bougie (2010: 181) agree with the fact that the secondary data refers to data collected from existing sources. For research to succeed, important information is required in the learning area. This information is collected by carefully reviewing the following; -

- a) The literature on Employee motivation, Job Satisfaction, Employee Engagement and Employee Performance in the public service and other related industries.
- b) Textbooks.
- c) Media articles and reports.
- d) Academic journals.
- e) Online sources using internet articles related to the study.
- f) Unpublished dissertations relating to the topic.

3.10 Quantitative Research

The researcher has chosen a quantitative method to research the purposes of this study. Quantitative research is defined as a study based on the average estimate, statistical analysis, and experiments (Fox and Bayat, 2007: 7). According to Maree, et al. (2008: 145), limited research is a formal and intricate way in its methodology of numerical data from a selected fraction of the whole universe (or calculation) production that is available everywhere. Creswell (2009: 175) confirms that some research is a method of assessing the objectives of the policy by assessing the relationship between bio-variable variables so that the data is updated through statistical processes.

Creswell (2009: 175) explains that when using a measuring method, the researcher should emphasise the evidence of the relevant information or details and develop mathematical definitions that describe goals, barriers and other relationships.

Shajahan (2004: 7) looks as much research as based on the size of the quantity or number of answers received by the queries. Teddlie and Tashakkori (2009: 182) have noticed that some research, requiring mathematical procedures allows the researcher to measure public characteristics within a small level of error. Teddlie and Tashakkori (2009: 182) further emphasised that the evaluation process is of paramount importance in the research process as it provides a great deal of insight into the analytical analysis and ideas that will be assessed.

3.11 Questionnaire Construction and Administration

The closed-ended questionnaire has been utilized, as a quantitative research plan was adopted in this study. Goddard and Melville (2001: 41) describe the tool as any device that researchers used to measure data collected. Brannick and Roche (2007: 16) support the use of questions as a popular data collection tool through the test process. This questionnaire was a synchronized version of the employee motivation survey test queries made by Gagne in 2014.

The questionnaire consists of three sections namely Section A which consisted of three questions involving demographic information such as gender, age, and length of service. Section B consists of employee motivational factors such as benefits package, recognition, and rewards, leadership, communication and training. Section C: Job satisfaction, it involves work on the present job, pays, opportunities for promotion, supervision, people on present jobs and job in general. The last section is Section D: Performance, it consists of twenty-eight (28) questions of the performance indicator. These questionnaires were mainly designed to answer questions based on employee motivation, job satisfaction, and job performance. Questionnaires were further aligned to the statement of the problem, objectives identified, research questions, research problems and literature review of the issues discussed. Sections B and D were measured on a 7-point Likert scale, with scale responses varying between: -

- a) Not at all
- b) Very little
- c) A little
- d) Moderately

- e) Strongly
- f) Very Strongly
- g) Completely

Bhattacharyya (2006: 118) indicates that mental attitudes are used to measure individual or group attitudes with something. This literature reveals that the use of ratings in assessing how respondents feel is common practice (Maree, et al., 2008: 167). Cooper and Schindler (2001: 234) say Likert's level is much worth measuring the attitude. Cameron and Price (2009: 349) agree with Cooper and Schindler (2001) adding that Likert's rating is recommended if the respondent is required to answer a statement of five agreements or disagreements. Cameron and Price (2009: 359) testifies that the Likert rating should have a unique number of responses to all non-neutral responses, and should be used automatically to prevent normal support from non-compliance with data.

3.12 Advantages and Disadvantages of Questionnaires

According to Sekaran and Bougie (2010: 212) questionnaires contains power and weakness and they highlight the benefits and injuries of organised questionnaires, namely:

3.12.1 Advantages of Questionnaires

- a) The anonymity of the respondent is assured.
- b) Large geographical areas can be reached.
- c) The respondent may take a lot of time to answer at their own convenient time.

3.12.2 Disadvantages of Questionnaires

- a) The response rate is usually low when it is delivered to those responding.
- b) Respondents may not participate in the study.
- c) Recent tracking procedures are required to ensure a high-level of response.

3.13 Pilot Study

The Pilot's study was initially considered to be unnecessary in the study as the questions for existing patent inquiries are managed effectively. However, the pilot study is being carried out over time as the questions for dealing with staff development are also included in the questionnaire. According to Walman and Kruger (2003: 143), the Pilot study aims are; -

- Finding errors in measuring processes.
- To discover how long it takes to complete the questions.
- Demand for clarification of questions and structure.
- Allowing researchers to monitor behavior that does not contain words that may indicate negligence about the meaning of the questions.

Welman and Kruger (2003: 191) said the Pilot study was carefully performed to resolve questions so that there would be no problems in explaining questions during empirical research.

3.14 Validity and Reliability

The two most important criterions of the clarification of the questionnaire guidelines are reliability and validity (Gaur and Gaur, 2009: 31). The validity and reliability of research confirm that research has complied with scientific requirements if the same answer can be achieved by using the same instrument more than once in each similar state (Dudovskiy, 2013: 48). To ensure the optimism of qualitative research, the test of honesty seems to be of paramount importance, so the quality of the researcher should be linked to the output of results where honesty increases (Green, 2003: 604).

3.14.1 Validity

Terre Blanche et al. (2006,) characterise legitimacy as how much a measure does what it is proposed to do. Internal and external validity are basic for a decent research structure. Internal validity alludes to the degree that causal ends can be drawn, and external validity alludes to the degree to which it conceivable, to sum up from the information and setting of the examination concentration to the more extensive populaces and settings (Terre Blanche et al., 2006,).

Theoretical validity, which proposes the lucidity of ideas and their extension, ought to be tended to in the writing audit (Davidson, 2003). With the end goal to address hypothetical legitimacy in this exploration venture, chapters 2 and 3 of the research study include the definite conceptualization of the terms 'employee motivation', Job satisfaction and performance, separately, with the end goal to guarantee that the ideas were clear and very much characterised.

3.14.2 Reliability

Reliability refers to a measure's consistency in estimating what it gauges (Foxcroft and Roodt, 2005). Reliability is the level of consistency of a measure as well as how much it is free of arbitrary blunder (Moerdyk, 2009). Reliability was dictated by methods for means of item analysis.

The Cronbach's alpha test was led to affirm the dependability of the estimating instruments. The Cronbach's alpha test is a coefficient going from 0 to 1, demonstrating the internal consistency of a scale. Cronbach's coefficient alpha is a gauge of consistency of reactions to various scale things (Tredoux and Durrheim, 2002). Cronbach's alpha coefficients were utilized to set up internal consistency and resultant reliability of the instruments used to gather the information. As indicated by Davidson (2003), the reliability coefficient with a range of 0.60 and 0.90 is suggested. Next tables shows reliability on different variables.

Table 3-1: Reliability on employee motivation Section B

Cronbach's alpha		
Construct Coefficient	N of items	Reliability
I put effort into my job to get others' approval	7	0.92
I put effort into my job to avoid being criticized by others	10	0.88
I put effort into my job because others will reward me financially	12	0.92
I put effort into my job because the work I do is interesting	9	0.93
I put effort into my job because I have to prove to myself that I can.	6	0.77

The table 3.1 above presented reliability of employee motivation from the questionnaires in Section B, the subscales was determined using Cronbach's alpha coefficient. The reliability analysis on the table above shows that the construct reliability coefficients ranged from 0.77 to 0.93.

Table 3-2: Reliability outputs for the questionnaire

Section C	Cronbach's Alpha
Work on present job	0.668
Pay	0.431
Opportunities for promotion	0.542
Supervision	0.648
Overall	0.825

The University of Johannesburg's statistician conducted the Cronbach's Coefficient Alpha test to determine the value of the test for reliability. The table above shows the overall reliability score of 0.825 for Section C, it indicates that there is a high degree of acceptable, consistent scoring for the different categories in the section. Pay (0.431) on Section C on the table above doesn't have high acceptable reliability whereas most of the categories have acceptable reliability values.

For a tool to be valid, it must measure what is intended to measure and scale out scores where the difference reflects the true difference of estimated values (Prando, 2006: 32). Shajahan (2004:75) affirms this thought citing that the legitimacy of an instrument can be characterized as its viability in estimating a particular property that it has embarked to gauge.

Table 3-3: Reliability of performance questionnaire-Section D.

Construct	Coefficient	N of items	Reliability
Meets work deadlines		2	0.90
Identifies problems		12	0.94
Proposes solutions to problems		14	0.91
Sets appropriate priorities for tasks		12	0.86
Uses time effectively		5	0.87
Demonstrates effective leadership skills as necessary		13	0.92

The table 3.3 above presented reliability of performance from the questionnaires in SectionD, the subscales was determined using Cronbach's alpha coefficient. The reliability analysis on the table above shows that the construct reliability coefficients ranged from 0.86 to 0.94. As outlined previously in the past chapter, the recommendation for a suitable criterion for established instruments is around 0.70 (Nunnally, 1978).

3.15 Ethical Consideration

When conducting research, set standards or specific norms ought to be observed. These norms and standards are termed ethical consideration (Terre Blanche, et al., 2006). According to McMillan & Schumacher, (2006), for any research to be socially and methodologically accepted ethical issues should be considered with gravity. As previously stated, all the respondents involved in the study were given full disclosure concerning the objectives of the study. Their permission was sought

to digitally record their responses. As such, informed consent was obtained directly from prospective participants.

Prospective respondents were also notified of the confidentiality and anonymity of their responses. To ensure confidentiality and anonymity of the research results in reporting the survey results, the results will be aggregated by age group, education level, age and other applicable variables such that individual participants cannot be identified. The results may not be redistributed to any external parties and no personal information may be extracted for use outside the research project.

3.16 Summary of the Chapter

This chapter has aired how the current study was carried out to understand influencing factors on employee motivation and job satisfaction of low management service members at the educational institutions in South Africa. This chapter as the research methodology section has highlighted and discussed effective ways to answer questions to accomplish the aim of the research. The section has explored the research philosophy that guides the selection of the research methodology and strategy. Positivism philosophy was identified to be useful in the current study since it then allows causal, descriptive and explorative data analysis. Deductive qualitative analysis was followed in this study. The chapter has explored how the collected data could remain trustworthy during its analysis through Cronbach's alpha to ensure that the reliability and validity are realised. The sampling technique used and data analysis procedures were also looked at. The main data analysis procedure was cross-sectional data analysis from data gathered through structured questionnaire. Last, the section has captured ethical considerations pursued before, during and after the collection of data. Chapter four that follows presents the results, discussions, and interpretation results.

CHAPTER FOUR

ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS.

4.1 Introduction

In this chapter the results of data analysis are provided and discussed. This chapter contains descriptive statistics that utilize several frequency tables and display charts to provide information about biographic and descriptive variables in the study. The type of data reached in this study was nominal and ordinal. The researcher used quantitative method by means of analysing questionnaires. As indicated in the first chapter the main aim of this study is to investigate employee motivation and job satisfaction as measures of assessing performance of junior managers in educational institutions, to analyse the nature and relationship between these levels and several biographical characteristics within the sample.

Forty (40) questionnaires were distributed to the non-senior management service employees and the response rate was thirty-nine (39) questionnaires of the forty (40) questionnaires distributed. The questionnaires have three sections. Section A consists of demographic information. Sections B and D were measured on a 7-point Likert scale, with scale responses varying between: - Not at all, Very little, A little, Moderately, Strongly, Very Strongly and Completely. Section C was measured on 3-point Likert scale with scale responses varying from; - Yes, No and Not sure.

Data collection by means of questionnaires were analysed. Essential dimension engaging insights were used to sort out and investigate measurable information acquired utilizing quantitative techniques.

4.2 Demographic Descriptives Analysis

To articulate the nature of respondents, meaningful demographics need to be extracted from data. Demographic variables which are to be analysed includes gender, age, and length of services. Figure 4.1 next shows the gender distribution of response.

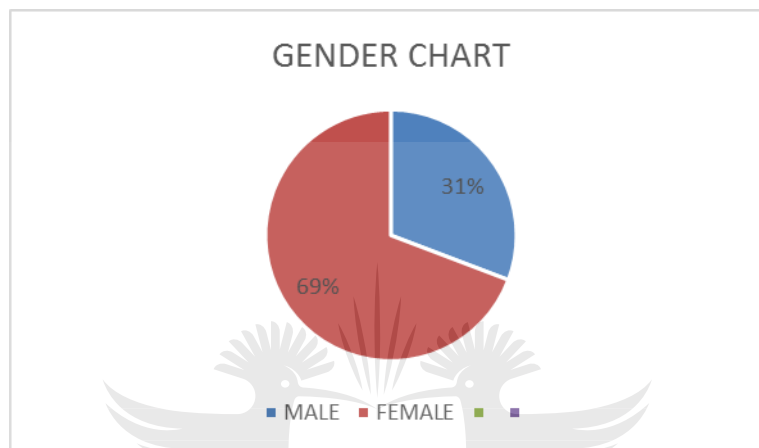


Figure 4-1: Gender distribution of the respondents N=40

The study utilized gender with the goal to get data from the two sexual orientations because the two genders have an equivalent shot of being a public servant. Figure 4.1 shows the gender of the respondents. 69% of whom were female while 31% were males. Majority of respondents is females, this depicts that majority of people who works for the educational institutions are females compared to males. This shows that gender equity is not balanced. Next in Table 4.1 the age distribution is analysed.

Table 4-4: Age distribution of the respondents N=40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 29 years old	9	22.5%	23.1%	23.1%
	30 to 39 years old	17	42.5%	43.6%	66.7%
	40 to 49 years old	10	25.0%	25.6%	92.3%
	50 to 59 years old	2	5.0%	5.1%	97.4%
	60 years or older	1	2.5%	2.6%	100.0%
	Total	39	97.5%	100.0%	

Table 4.4 illustrates the respondent's ages which ranged from under 29 years to older than 60 years of age. The Table illustrates that the highest number of respondents are from the age group of 30-39 years. This generation contributes 42.5% of the workforce. The 30-39 generation establishes a vital segment of the workforce and the foundation depends on their skill and information. Figure 4.5 respondents are described based on the length of service at their current job.

Table 4-5: Percentage of respondents by length of Service.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	1	2.5%	2.65%	2.6%
	1 to 2 years	6	15.0%	15.4%	17.9%
	3 to 5 years	9	22.5%	23.1%	41.0%
	6 to 10 years	20	50.0%	51.3%	92.3%
	11 to 20 years	3	7.5%	7.7%	100.0%
	Total	39	97.5%	100.0%	
Missing	System	1	2.5%		
Total		40	100.0%		

Table 4.5 illustrates the employee's length of service with GCRA ranging from less than one year to 20 years. The researcher was intrigued to utilize the length of service of employees working in GCRA because the life span of worker to remain in the activity will confirm that employees are happy with the rousing components given to them subsequently performing great in the organisation. The results from the above Table shows that 50.0% of the respondents have been employed with the department for more than six (6) to twenty years (20) years. Followed by 22.5% with three (3) to five (5) years in the department, 15.0% with one (1) to two (2) years, 7.5% with eleven (11) to twenty years (20) years and lastly 2.5% with less than 1 year.

4.3 Descriptive Statistical Analysis on Motivation, Job Satisfaction and Performance.

Descriptive statistical techniques were utilized to evaluate and investigate the information with the end goal to get measurable outcomes. As indicated by Goddard and Melville (2001:9) descriptive research is a research in which an explicit circumstance is considered either to check whether it offers ascend to any broad hypotheses, or to check whether existing general speculations are borne out by the explicit circumstance.

Showing descriptive statistics is exceptionally educational as it enables readers to comprehend the most fundamental aspects of the information being examined (Treiman, 2009:114). This chapter presented the descriptive statistics based on the demographic information. It further presented the data gathered using frequency tables and various types of statistical tests employed to yield a statistical value. Maree, Creswell, Ebersohn, Ellof, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Plano Clark and van der Westhuizen (2009:184) define frequencies as the numerical way of summarizing the choice made by respondents.

The following section demonstrates the investigations of the principle factors identified with the respondents' observation towards employee motivation and the level of job satisfaction. The analyses that follow demonstrates the scoring examples of the respondents for the factors that comprised the distinctive

categories of the estimating instrument that was distributed to the 40 target respondents.

The data collected was analysed according to three sections, namely, analysis on employee motivation (Section B), analysis on job satisfaction (Section C) and analysis on performance (Section D), all these are in relation to the questions aligned to the way the questionnaire was formulated. Next employee motivation is investigated.

4.3.1 Analysis on Employee Motivation (Section B)

Table 4.6 next provide a descriptive analysis of employee motivation in relation to effort expended by the employees.

Table 4-6: Analysis on data pertaining to employee motivation

I put effort in to my job.....		Not at all	Very little	A little	Moderately	Strongly	Very strongly	Completely	Total
To get others' approval (e.g., supervisor, colleagues, family, clients ...)	Count	2	1	1	9	7	13	7	40
	%	5.0%	2.5%	2.5%	22.5%	17.5%	32.5%	17.5%	100.0%
Because others will respect me more (e.g., supervisor, colleagues, family, clients ...)	Count	7		2	1	8	16	5	39
	%	17.9%		5.1%	2.6%	20.5%	41.0%	12.8%	100.0%
To avoid being criticized by others (e.g., supervisor, colleagues, family,	Count	5		7	3	4	10	11	40
	%	12.5%		17.5%	7.5%	10.0%	25.0%	27.5%	100.0%

clients ...)									
Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor ...)	Count	10		1	4	5	16	4	40
	%	25.0 %		2.5 %	10.0%	12.5%	40.0%	10.0%	100.0 %
Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor ...)	Count	8	6		6	9	8	3	40
	%	20.0 %	15.0 %		15.0%	22.5%	20.0%	7.5%	100.0 %
Because I risk losing my job if I do not put enough effort in it.	Count	1			6	10	12	9	38
	%	2.6%			15.8%	26.3%	31.6%	23.7%	100.0 %
Because I must prove to myself that I can.	Count		2	3	5	6	6	17	39
	%		5.1%	7.7 %	12.8%	15.4%	15.4%	43.6%	100.0 %
Because it makes me feel proud of myself.	Count				2	8	13	17	40
	%				5.0%	20.0%	32.5%	42.5%	100.0 %
Because otherwise I will feel ashamed of myself.	Count		1	4	4	8	9	13	39
	%		2.6%	10.3 %	10.3%	20.5%	23.1%	33.3%	100.0 %

Because otherwise I will feel bad about myself.	Count		1	4	2	9	12	11	39
	%		2.6%	10.3 %	5.1%	23.1%	30.8%	28.2%	100.0 %
Because I personally consider it important to put efforts in this job.	Count		1	4	3	6	11	15	40
	%		2.5%	10.0 %	7.5%	15.0%	27.5%	37.5%	100.0 %
Because putting efforts in this job aligns with my personal values.	Count	1		6	1	3	12	17	40
	%	2.5%		15.0 %	2.5%	7.5%	30.0%	42.5%	100.0 %
Because putting efforts in this job has personal significance to me.	Count		5	2	1	4	12	16	40
	%		12.5 %	5.0 %	2.5%	10.0%	30.0%	40.0%	100.0 %
Because I have fun doing my job.	Count		1	6	4	6	9	12	38
	%		2.6%	15.8 %	10.5%	15.8%	23.7%	31.6%	100.0 %
Because what I do in my work is exciting.	Count		3	3	12	5	10	7	40
	%		7.5%	7.5 %	30.0%	12.5%	25.0%	17.5%	100.0 %
Because the work I do is interesting.	Count			10	4	3	13	10	40
	%			25.0 %	10.0%	7.5%	32.5%	25.0%	100.0 %
I do not put effort in because I really feel that I am wasting my	Count	9	6	5	3	8	3	6	40
	%	22.5 %	15.0 %	12.5 %	7.5%	20.0%	7.5%	15.0%	100.0 %

time at work.									
I do little because I do not think this work is worth putting efforts into.	Count	9	8	6	5	2	5	5	40
	%	22.5 %	20.0 %	15.0 %	12.5%	5.0%	12.5%	12.5%	100.0 %
I do not know why I am doing this job, its pointless work.	Count	11	6	8	2	5	2	6	40
	%	27.5 %	15.0 %	20.0 %	5.0%	12.5%	5.0%	15.0%	100.0 %

Source: Primary Data

The Table 4.6 above shows that 32.5 % of the employees put effort in their jobs to get others' approval (e.g., supervisor, colleagues, family, clients) while 17.5% completely put effort in their jobs to get others approval. This means that majority of the employees do work hard. 41% of the employees put effort in their jobs because others will respect them more while 2% moderately put effort in their jobs to be respected. 27.5% completely put effort in their jobs to avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...) while 7.5 % moderately put effort. This shows that most of the employees do not want to be criticized they therefore priorities on their jobs to avoid being disrespected.

A significant majority of respondents 43.6% admitted that they put effort in their jobs because they owe it to themselves that they can. However, 5.1% did not agree to the statement. Harvey (1997:162), contends that unmotivated workers are described by a less co-agent mentality and are loaded with cynicism to take an interest in new projects, have a reckless disposition towards the activity, have a high rate of truancy and high turnover, have an expansive number of complaints, and show low quality of administrations and low efficiency therefore it is of crucial importance that the GCRA motivates their employees to serve the public with pride. Table 4.7 also next provide a descriptive analysis of employee motivation in relation to mean and standard deviation effort expended by the employees.

Table 4-7: Analysis on data pertaining to employee motivation, Mean and standard deviation (Section B)

		extsoc 1 to get others , appro val (e.g., super visor, collea gues, family, clients ...)	extsoc 2 Becau se others will respe ct me more (e.g., super visor, collea gues, family, clients ...)	extsoc 3 to avoid being criticiz ed by others (e.g., super visor, collea gues, family, clients ...)	extmot 1 Becaus e others will reward me financi ally only if I put enoug h effort in my job (e.g., employ er, supervi sor ...)	extmot 2 Becaus e others offer me greater job securit y if I put enoug h effort in my job (e.g., employ er, supervi sor ...)	extmot 3 Becaus e I risk losing my job if I don't put enough effort in it.	introj1 Becaus e I must prove to myself that I can.	introj2 Becau se it makes me feel proud of myself .	introj3 Becaus e otherwi se I will feel ashame d of myself.	introj4 Because otherwise I will feel bad about myself.
N	Valid	40	39	40	40	40	38	39	40	39	39
	Missing	0	1	0	0	0	2	1	0	1	1
Mean		5.13	4.82	4.88	4.45	3.95	5.53	5.59	6.13	5.51	5.54
Std. Deviation		1.556	2.024	2.053	2.195	2.050	1.268	1.585	0.911	1.449	1.374

Source: Primary Data

4.2 Analysis on Data Pertaining To Job Satisfaction, (Section C).

Figure 4.2 next provide a descriptive analysis of employee Job Satisfaction. On the job satisfaction we be analysed in terms of current job satisfaction rating; salary satisfaction; opportunities for promotion; perception on the role of management; working environment and job satisfaction in general.

4.3.2.1 Current Job Rating

Figure 4.2 next shows the distribution of job rating in terms of satisfaction.



Figure 4-2: Current work rating.

Source: Primary Data

The Figure 4.2 above shows that 55% of the employees find their jobs not fascinating while 22.5% are not sure of how they can describe their job. The outcomes from the above indicate that most of the employees in GCRA are not certain about their jobs, they are not sure if their job is interesting, fascinating, satisfying, exciting and good. However, few of the employees are certain that their jobs are not fascinating, satisfying, exciting and good. Giancola (2011:24) underpins this view by focusing on that workers can be spurred by testing employments that engage them and offer vocation development. This view is shared by Participant C (2016: Interviews), who demonstrated that workers are allocated testing errands and that such undertakings do not just furnish them with abilities, as in the process employees are additionally anticipated that would be a piece of the choices they make.

4.3.2.2 Pay on Current Job

Figure 4.3 next shows the distribution of perception on salary, wages and allowances rating on the job.

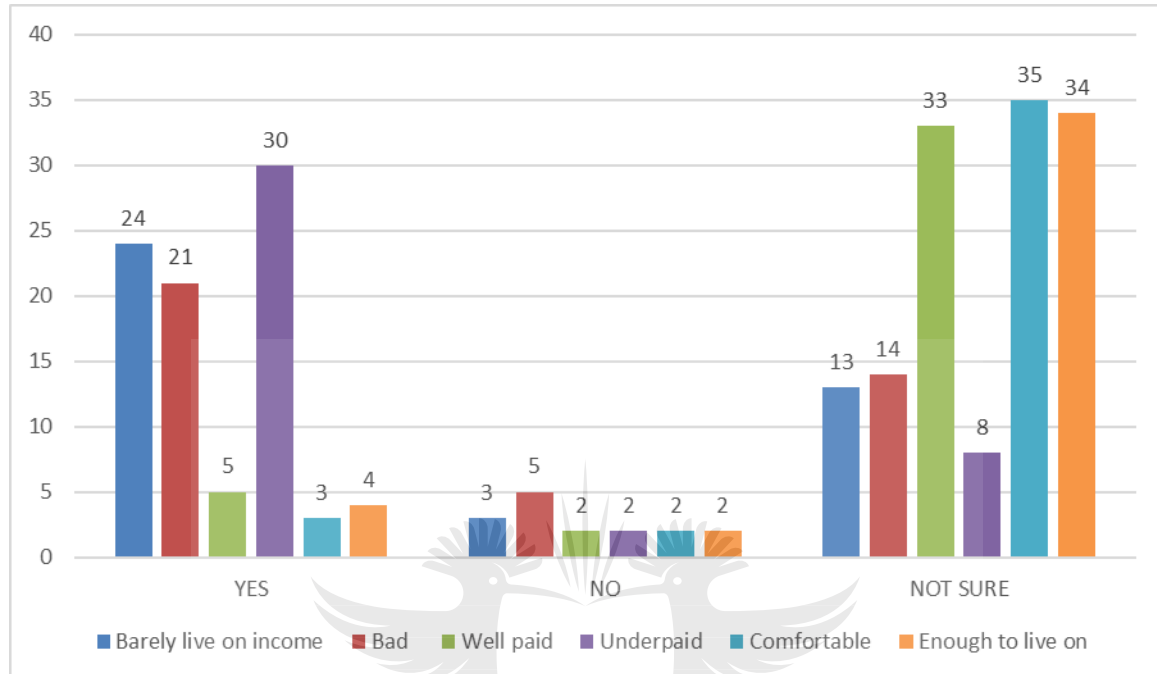


Figure 4-3: Pay on current Job

Source: Primary data

Figure 4.3 above reveals that there is a general sentiment of misery with respect to pay amongst respondents. Majority of the employees with 75% indicated that they are underpaid, 60% indicated that they barely live on income. However, 87.5% stated that they are not sure if they are comfortable with their pay or not and the 85.0% are not sure if the salary they earn is enough to live on. According to Ivancevich Konopaske and Matteson (2008:142), Maslow insists that the most fundamental need in the workplace for a worker is that of pay. Moodley (2004:25) attests that pay implies diverse things to different gatherings and is probably going to have more noteworthy significance for employees who cannot increase different fulfillments from their activity. The adversely worded articulations have larger amounts of understanding, and the decidedly worded proclamations have more elevated amounts of contradiction.

As illustrated in Figure 5, 52.5% of the respondents reported that they were dissatisfied with the pay that they are earning, they indicated that the pay is bad while 35% of respondents indicated that the pay is not bad. This view is additionally shared by Haoses-Gorases et al. (2014 :), when they contend that low pay is one of the real reasons for staff turnover and staff relocation in general society benefit. Vroom's expectancy theory comes into the fore here. The hypothesis proposes that rewards given by the organisation ought to be by and by significant to the employees that prizes and execution ought to be unmistakably connected.

4.3.2.4 Opportunities for Promotion

Figure 4.4 next shows the distribution of perception on opportunity for promotion on the current job.

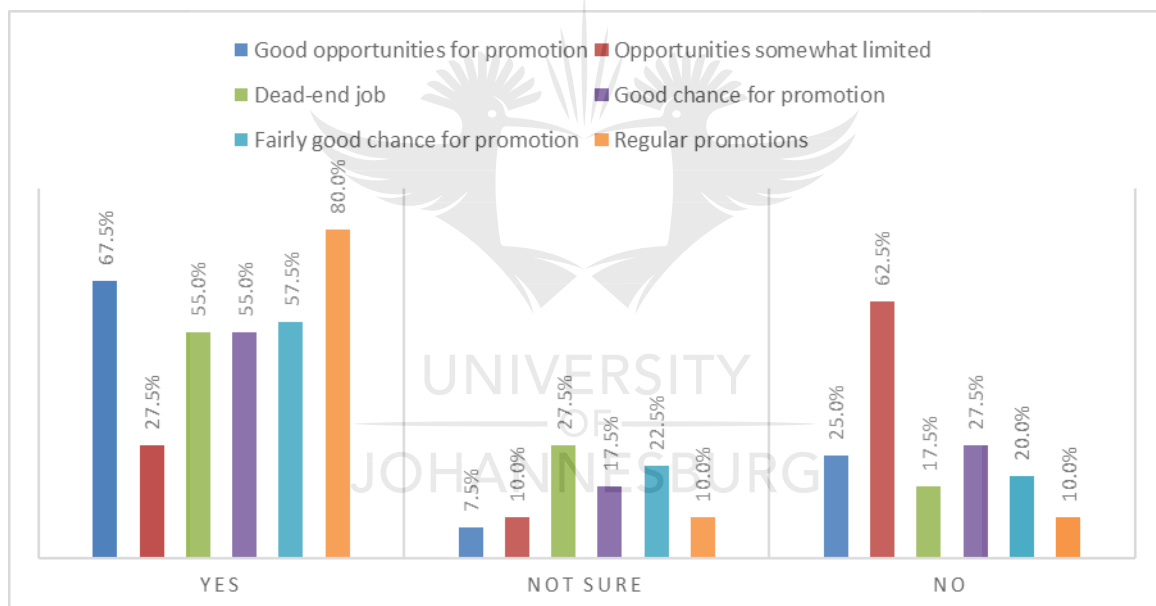


Figure 4-4: Opportunities for promotion

Source: Primary Data

Mayhew (2012:1) underlines that promotions are vital to employee performance. The outcomes in Figure 4.4 uncovered that respondents were decently equally part over the alternatives for the opportunities for promotion statement. However, Figure 4.4 demonstrates that 67.5% of the respondents agree with the statement and 62.5% of the respondents do not see the opportunities somewhat limited, 22.5% of the respondents do not see a good chance for promotion. The Figure further shows

that 27.5% of the employees see a dead-end job while 10.0% do not see regular promotions happening in their organisation. In addition, 80% of the respondents revealed that they see their possibility of being promoted at GCRA.

4.3.2.5 The Role of Management: Supervision

Table 4.8 next shows the distribution of perception on managers' role.

Table 4-8: Perception on manager's roles

		No	Not sure	Yes	Total
Praises good work	Count	18	4	18	40
	%	45.0%	10.0%	45.0%	100.0%
Tactful	Count	19	6	15	40
	%	47.5%	15.0%	37.5%	100.0%
Influential	Count	16	6	18	40
	%	40.0%	15.0%	45.0%	100.0%
Up to date	Count	21	3	16	40
	%	52.5%	7.5%	40.0%	100.0%
Annoying	Count	12	12	16	40
	%	30.0%	30.0%	40.0%	100.0%
Knows job well	Count	11	10	19	40
	%	27.5%	25.0%	47.5%	100.0%

Source: Primary data

Corts, Bos, Medina, Benitez and Munduate (2011:118) authenticate that the social help emerging from supervisors and employees are key assets for decreasing pessimistic impacts related with individual errors and encouraging job satisfaction. Table 4.8 above illustrates that 45.0% of the respondents indicate that their supervisors praise good work and the other 45.0% indicate that supervisors do not praises good work, they see their supervisors as incompetent therefore the researcher cannot conclude that the supervisors indeed praises good work, furthermore 10.0% of the respondents are not sure about the statement they are uncertain of whether the supervisors do praises good work or not.

Table 4.8 above further depicts the views of respondents on how their supervisors treat them, 47.5% of the respondents are not happy with how their supervisors treat them the study findings shows that their supervisor does not show any skill and sensitivity in working with them, they are not tactful while 37.5% reveal that they are tactful. The study findings on the Table 4.5 above reveal that the role of management in the organisation is incompetent. 52.5% of the respondents shows that the supervisors are not up to date, this means that there is always a delay with regards to service delivery however the 47.5% of the respondents shows that the supervisors do know their jobs very well. There is a huge problem within the organisation due to the supervisors not having leadership skills. They are annoying the employees, they are not influential, and they do not praise their good work. It is of crucial importance that the organisation work ideally, all employees ought to get the essential supervisory support from their seniors, as lack of support could add to the reasons why employees leave an organisation. This view is supported by Swanepoel et al. (2008:199), who contend that the workplace, which incorporates working conditions and supervision, is the most vital factor that decides if workers remain inside an association or leave. Workers need help, for example, appreciation and acknowledgment from the board to execute their obligations legitimately. Armstrong (2012:65) further contended that input from managers encourages workers to feel increasingly mindful, certain and empowered. As indicated by Chetty (2012:59) an employee that has a positive association with his\her manager would feel that the institution has added to fulfilling his\her requirement for relatedness and in this way, they will perceive that the organisation care about his\her prosperity.

4.3.2.6 Working Environment

Table 4.9 next shows the distribution of perception on the friendliness of other people who are employed by the organisation.

Table 4-9: Perception on work colleagues

		No	Not sure	Yes	Total
Boring	Count	6	5	29	40
	%	15.0%	12.5%	72.5%	100.0%
Slow	Count	3	8	29	40
	%	7.5%	20.0%	72.5%	100.0%
Responsible	Count	26	7	7	40
	%	65.0%	17.5%	17.5%	100.0%
Smart	Count	25	8	7	40
	%	62.5%	20.0%	17.5%	100.0%
Lazy	Count	9	3	28	40
	%	22.5%	7.5%	70.0%	100.0%
Frustrating	Count	6	14	20	40
	%	15.0%	35.0%	50.0%	100.0%

Source: Primary Data

Table 4.9 above illustrate that there is no good working relationship amongst the employees. 72.5% of the respondent's shows that other employees find their co-workers as boring another 65.0% regard their co-workers as irresponsible, furthermore 70.0% feels that other co-workers are lazy, they do not do their job. There is too much bickering in the organisation. 50.0% of the respondents shows that the co-workers are frustrating, when an employee wind up frustration they may turn to searching for employment somewhere else. This situation reflects Herzberg's theory as quoted by Moeketsi (2013:38) that poor working conditions related to dissatisfaction caused by pain or discomfort negatively impact upon employees at lower levels of the institution therefore it is of crucial importance that the management of the organisation to find different ways to benefit staff and

should also appoint staff relief committees to raise concerns and alleviate anxiety caused by lack of communication.

4.3.2.7 The Job in General

Figure 4.5 next shows the distribution of perception on the friendliness of general

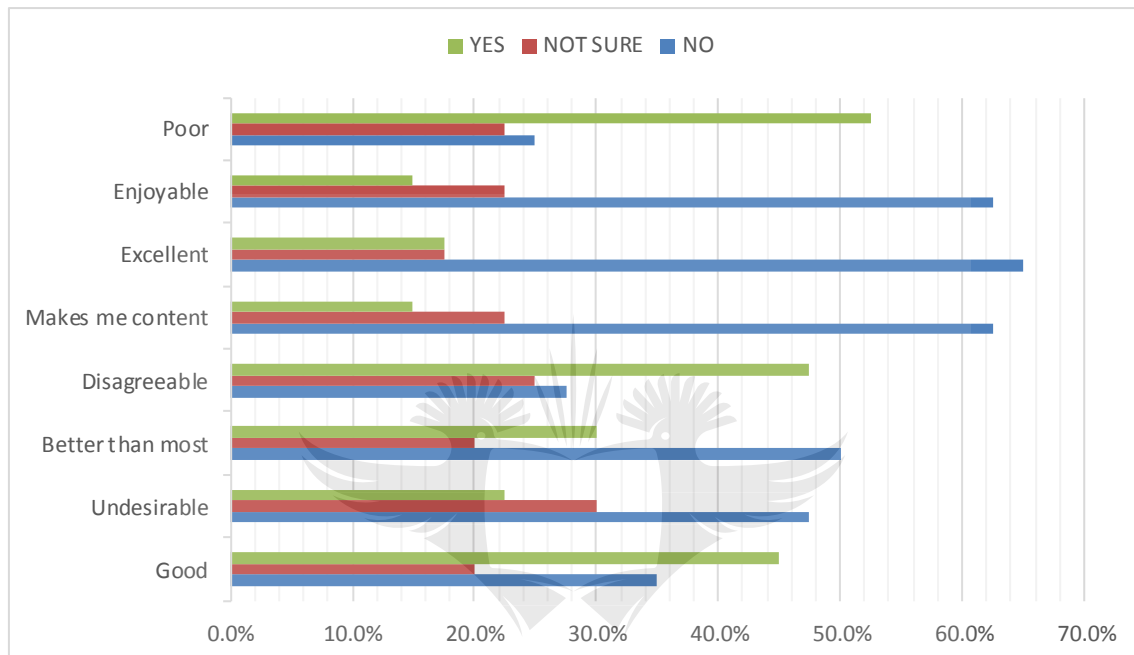


Figure 4-5: Overall Job rating

job in aggregate.

Source: Primary Data

The Figure 4.5 above illustrates the job in general. It reveals how employees feel in their workplace, if whether they are happy with the job that they are doing and if it is enjoyable or makes them content. As shown the Figure above, nearly two-thirds (65.0%) of the respondents finds their job unexciting, while the other 62.5%% are not enjoying their job. A mere 15.0% respondents indicate that their jobs make them content. The above Figure 4.5 shows that most of the employees are dissatisfied with their jobs, they are not motivated. With the results above, there is a negative feeling amongst employees as indicated on Table 4.6, majority of the respondents described their co-workers as boring, slow, lazy and irresponsible therefore this shows that employees can seek employment elsewhere. Luthans

(2008: 144) emphasise the need for cooperation, the need for a person and the community's demands for a worker to be found in the workplace by having a supportive relationship with staff and managers.

4.3.3 Analysis of Data Pertaining To Performance (Section D)

Table 4.10 next provide a descriptive analysis of employee workers performance.

Table 4-10: Performance evaluation

		Not appli cabl e	Unsatisfa ctory	Sometim es unsatisfa ctory	Satisfa ctory	Go od	Excel lent	Tot al
Arrives at work on time.	Co unt	1		7		7	25	40
	%	2.5%		17.5%		17.5%	62.5%	100.0%
Arrives to meetings on time.	Co unt			3		6	31	40
	%			7.5%		15.0%	77.5%	100.0%
Meets work deadlines	Co unt	1		1		10	28	40
	%	2.5%		2.5%		25.0%	70.0%	100.0%
Identifies problems	Co unt	1	1	2	2	11	23	40
	%	2.5%	2.5%	5.0%	5.0%	27.5%	57.5%	100.0%

Proposes solutions to problems.	Co unt	1		3	2	15	19	40
	%	2.5%		7.5%	5.0%	37.5%	47.5%	100.0%
Takes appropriate action on problems as necessary.	Co unt	3	1	1	5	16	14	40
	%	7.5%	2.5%	2.5%	12.5%	40.0%	35.0%	100.0%
Sets appropriate priorities for tasks.	Co unt	1	2		4	20	13	40
	%	2.5%	5.0%		10.0%	50.0%	32.5%	100.0%
Uses time effectively.	Co unt	2		2	11	15	10	40
	%	5.0%		5.0%	27.5%	37.5%	25.0%	100.0%
Consults with supervisors and co-workers as necessary.	Co unt	1		2	7	15	15	40
	%	2.5%		5.0%	17.5%	37.5%	37.5%	100.0%

y.								
Works without supervision as necessary.	Count	2			9	15	14	40
	%	5.0%			22.5%	37.5%	35.0%	100.0%
Demonstrates effective leadership skills as necessary.	Count	3	2		7	18	10	40
	%	7.5%	5.0%		17.5%	45.0%	25.0%	100.0%
Demonstrates initiative as appropriate.	Count	3		3	6	15	13	40
	%	7.5%		7.5%	15.0%	37.5%	32.5%	100.0%
Effectively collaborates with other department members as necessary.	Count	5		5	5	14	11	40
	%	12.5%		12.5%	12.5%	35.0%	27.5%	100.0%

y.								
Deals effectively and professionally with other employees in other areas.	Count	1	1	4	5	17	12	40
	%	2.5%	2.5%	10.0%	12.5%	42.5%	30.0%	100.0%
Responds appropriately to feedback on job performance.	Count		1	3	9	13	14	40
	%		2.5%	7.5%	22.5%	32.5%	35.0%	100.0%
Demonstrates appropriate knowledge of UFV practices and policies relevant to position.	Count	6	1	4	9	7	13	40
	%	15.0%	2.5%	10.0%	22.5%	17.5%	32.5%	100.0%

Demonstrates appropriate interactions with students.	Count	3	1	2	3	13	18	40
	%	7.5%	2.5%	5.0%	7.5%	32.5%	45.0%	100.0%
Demonstrates appropriate interactions with the public.	Count	2	1	1	5	13	18	40
	%	5.0%	2.5%	2.5%	12.5%	32.5%	45.0%	100.0%
Deals appropriately with confidential information.	Count	1	2	1	4	12	20	40
	%	2.5%	5.0%	2.5%	10.0%	30.0%	50.0%	100.0%
Deals appropriately with sensitive situations.	Count		1	3	3	14	19	40
	%		2.5%	7.5%	7.5%	35.0%	47.5%	100.0%
Manages information	Count		1	1	5	11	22	40

on and data effectiveness.	%		2.5%	2.5%	12.5%	27.5%	55.0%	100.0%
Gives clear guidance in support of unit objectives.	Count	2	1	2	5	11	19	40
	%	5.0%	2.5%	5.0%	12.5%	27.5%	47.5%	100.0%
Gives clear guidance in support of daily tasks.	Count	1	1	3	5	16	14	40
	%	2.5%	2.5%	7.5%	12.5%	40.0%	35.0%	100.0%
Gives recognition for good performance.	Count	2			10	12	16	40
	%	5.0%			25.0%	30.0%	40.0%	100.0%
Offers appropriate assistance to new employee	Count	4		2	8	8	18	40
	%	10.0%		5.0%	20.0%	20.0%	45.0%	100.0%

es supervise d.								
Is fair to all employees supervise d.	Co unt	11	3	3	4	10	9	40
	%	27.5 %	7.5%	7.5%	10.0%	25.0%	22.5 %	100 .0%
Is accessibl e to all employe es supervise d.	Co unt	10	3	5	3	13	6	40
	%	25.0 %	7.5%	12.5%	7.5%	32.5%	15.0 %	100 .0%
Works to establish and maintain a positive relations hip with all employe es supervise d.	Co unt	11	1	5	2	17	4	40
	%	27.5 %	2.5%	12.5%	5.0%	42.5%	10.0 %	100 .0%

Source: Primary Data

Table 4.10 above shows that the employees report to duty on time, 62.5% do comply to the policies and procedures of the organisation while the 17.5% do not

manage their reporting time effectively. With regards to the meetings, 77.5% of the respondents do comply and adhere to the meeting request, while 7.5% do not attend meetings on time. The Table 4.7 above shows that most of the GCRA employees do adhere to their duties, they take their work seriously. The unfortunate part is that the management of the organisation do not play their role in ensuring that the employees are motivated, they do not appreciate their hard work verbally. It is of crucial importance that the management address the issue of promotions and other advancement. Next provide a descriptive analysis on the relationship between employee motivation and job satisfaction.

4.4 Overall Evaluation on Job Satisfaction and Employee Motivation

Table 4.11 next provides a descriptive statistics on the correlation between Job Satisfaction and Employee Motivation.

Table 4-11:.Descriptive statistics and comparison (F-Value) between employee motivation and job satisfaction.

		extsoc Extrinsi c regulati on - social	extmot Extrinsi c regulati on - material	introj Introjecti on regulatio n	ident Identifi ed regula tion	intrin Intrins ic motiv ation	am Amoti vatio n
c1 Work on present job	Pearson Correlati on	-0.130	0.007	0.184	0.312	0.110	- 0.018
	Sig. (2- tailed)	0.424	0.967	0.256	0.050	0.499	0.912
	N	40	40	40	40	40	40

c2 Pay (NB Cronbach) alpha low)	Pearson Correlation	0.026	-0.031	0.285	0.471	0.420	0.032
	Sig. (2-tailed)	0.873	0.850	0.074	0.002	0.007	0.844
	N	40	40	40	40	40	40
c2v2 Pay (all recoded items i.e. c2.1, c2.2, c2.4 removed)	Pearson Correlation	0.111	0.109	-0.006	0.247	0.289	0.274
	Sig. (2-tailed)	0.497	0.502	0.970	0.125	0.071	0.087
	N	40	40	40	40	40	40
c3 Opportunities for promotion	Pearson Correlation	-0.279	-0.177	0.337	0.406	0.224	0.040
	Sig. (2-tailed)	0.081	0.276	0.033	0.009	0.164	0.807
	N	40	40	40	40	40	40
c4 Supervision	Pearson Correlation	-0.034	-0.346	0.285	0.187	0.048	-0.204
	Sig. (2-tailed)	0.837	0.029	0.074	0.248	0.770	0.206
	N	40	40	40	40	40	40
c5 People	Pearson	0.044	0.071	0.167	0.279	0.215	0.144

on your present job	Correlation						
	Sig. (2-tailed)	0.786	0.662	0.304	0.081	0.182	0.375
	N	40	40	40	40	40	40
c6 Job in general	Pearson Correlation	0.019	0.049	0.171	0.262	0.048	0.044
	Sig. (2-tailed)	0.908	0.764	0.292	0.103	0.769	0.788
	N	40	40	40	40	40	40

Abbreviations: extsoc: extrinsic regulation-social, extmot: extrinsic regulation-material, inroj: introjection regulation, ident: identified regulation, intrin: intrinsic motivation, am: Amotivation.

Albeit the positive relation being insignificant on most of variables, Table 4.8 .clearly shows that overall Job Satisfaction and Employee Motivation are positively related as majority of Pearson correlation are positive. However, the researcher consider such relationship with huge grain of salt as correlation does not mean causation. This then will suggest further research to undertake regression analysis.

4.5 Hypothesis Testing

Having completed a descriptive study of research on employee motivation and the level of job satisfaction of low management service members at Gauteng City Region Academy in Gauteng Province, it was worth examining the relevant perspective on hypothesis analysis. According to Wilson (2010: 237), hypothesis testing is one of the best ways to assess significance using nonlinear statistics. The traditional way of reporting an outcome requires a statement of statistical significance. A 95% confidence interval was used to test the various statistics. In this study a Pearson Chi square test was performed for hypotheses developed. The p-value substitute the test statistic and a significant effect is shown when the p-

value is less than 0.05. In order to test empirically the important relationships between variables, research hypotheses are described below:

4.5.1 Hypothesis 1

H1 There is a statistically significant positive correlation between each of the dimensions of employee motivation and job satisfaction of junior managers in educational institutions, respectively.

Table 4-12: Frequency data for the relationship between employee motivation and level of job satisfaction (N = 39)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9485.500a	9396	.256
Likelihood Ratio	1030.725	9396	1.000
Linear-by-Linear Association	.550	1	.458
N of Valid Cases	40		

***Pearson Chi-square = 9485.500a, df = 9396, Significance $p < 0.256$.**

Table 4.12 indicates that the analysis shows no significant correlation between employee motivation and the level of job satisfaction. The p-value (0.256) is greater than the level of significance of 0.05.

4.5.2 Hypothesis 2

H2 There is a significant relationship between employee motivation and performance of junior managers at Gauteng City Region Academy.

Table 4-13: Frequency data for relationship with co-workers (N = 40)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	584.555a	522	.030
Likelihood Ratio	359.372	522	1.000
Linear-by-Linear Association	40.417	1	.000
N of Valid Cases	40		

*Pearson Chi-square = 584.555a, df = 522, Significance $p < 0.030$.

Table 4.13 above shows that the level of significance (0.03) is smaller than 0.05 p-value. This result reveals a significant relationship between employee motivation and the employee's relationship with his/her co-workers at Gauteng City Region Academy.

4.6 Summary of the Chapter

It is clear from this chapter that employees in educational institutions are indeed demotivated. The department is not on the right path in achieving gender equity balance. Employees admitted that supervisory support does not exist therefore more still needs to be done to include employees who disagree that they receive support. The department is not on the right path in achieving gender equity balance. The study also found that there was a problem with the overall response, which the department did not emphasize. However, employees agree to share ideas, which are encouraged by their management and they even embrace teamwork, but the staff is not satisfied with their salary. Despite the failure of the department to motivate its employees, some employees feel a desire to continue working for the department. In terms offering training to employees and developing them, the organisation did not invest much in their employees. It would help if trainings are done for employees to equip them. Employees feel that the department did not avail professional growth to them. The next chapter will conclude the research with recommendations, summary and conclusions.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS.

5.1 Introduction

The main aim of the study was to determine employee motivation and job satisfaction as measures of assessing performance of junior managers in an educational institution. The previous chapter focused on analysis of results and discussion of findings. In this chapter, discussion and interpretation of the findings, recommendations, limitations of this study and conclusions will be discussed. Furthermore, the findings, implications from the study will be explained considering the purpose of the study.

5.2 Outline of Chapters.

Chapter 1: The chapter provided the introduction and background of the research study, it discussed the problem statement, employee motivation, the level of job satisfaction, the objectives of this research, data collection, population and sampling and the scope of this research.

Chapter 2: The chapter provided an overview of existing literature on employee motivation and job satisfaction. It further outlined the views of different theories on motivation and job satisfaction.

Chapter 3: The chapter provided research methodology used. The researcher used questionnaires to collect data. The adoption of questionnaires is explained in this chapter. The data collection instruments were provided, reliability and validity were discussed.

Chapter 4: The chapter is about the presentation of results. The data collected were analysed and interpreted in this chapter.

Chapter 5: In this chapter the researcher provided a summary of findings, conclusions of the research based on the findings from the study and recommendations for further research.

5.3 Conclusions of the Study.

From the results obtained this study shows that salary increase has an impact on job performance, salaries are not competitive. Majority of the employees have indicated that they are not happy with their salaries. According to the Reward Management Policy, the salaries of public servants are determined by economic factors, which is why pay rates are directly related to what government can afford. Vroom's expectation theory suggests that the rewards provided by the institution should be meaningful to the employees. The more salaries they make, the more they will be motivated. The study further concluded that managers and directors should be careful and cautious when measuring employee performance because in most organisations job performance is measured by monitoring standards and supervisory ratings and performance management and development system, and these ratings are excellent.

The findings from the research shows that feedback between employees and its directors should be improved. Employees need feedback in the form of appreciation or recognition from management to perform their tasks effectively. This is emphasised by Armstrong (2012: 65), who states that feedback from management helps employees feel more responsible, confident and empowered.

Moreover, the findings concluded that most employees in the department do not have platforms to raise their concerns, making it difficult to resolve disputes in the department. Sapru (2013: 254) pointed out that employees are motivated by a positive work environment that values participative management systems.

The findings indicate that employees are satisfied and motivated in their work. However, the study also revealed that the organisation still needs to do more to build trust between the organisation and the number of staff members who have indicated that their expectations have not been met. Resignation is common and this is a clear indication that employees have less desire to continue working for the same institution. Most workers indicated that they were ready to leave the facility if they received better grants. This ongoing issue shows that employees rely less on their current employer.

The study revealed that there is no official policy related to departmental efficiency. Performance management has not been fully implemented, and although performance appraisals have been carried out, it has not yet impacted earnings or career advances. This has a negative impact on employees who have been outstanding as they are being treated in the same way as others in terms of promotions.

5.4 Recommendations.

The previous section highlighted some issues at the center of staff dissatisfaction, frustration and employees not being motivated within the educational institutions. It is evident that the department is struggling in its efforts to motivate its employees. Therefore, more work is required in terms of developing a policy framework that will guide educational institutes in terms of how to motivate their employees. Based on the findings, the researcher recommends the following to the department;

a) Promotion

A performance management plan should be introduced and every employee should benefit from it. Many employees will stay with the organisation because there is more mobility that serves as a catalyst for better performance. This does not mean that any employee should be promoted or unemployed, but that promotion should be based on merit rather than aspiration. The organisation should also look at the ways in which employees are motivated to make progress.

b) Professional growth and development

The results of the study revealed that workers were given opportunities for improved growth and development opportunities, but that this did not apply to all. Professional growth and development should be included. Those who have not been given a chance will feel rejected and will be disappointed in their work.

c) Reasons for labour turnover

The results of the study revealed that dissatisfaction with salaries and frustrations at work were one of the many reasons workers left the center. Managers also argue that competitive pay plays a major role in retaining employees. It is therefore imperative that the department provide other employment growth opportunities and review how they pay their employees. Finally, it is important for the organisation to acknowledge and respect the contribution of their employees because recognition is critical to performance.

d) Departmental managers

Department managers should ensure that everyone has an equal opportunity to make a unique contribution, and sharing information and ideas is important. Developing clear goals and expectations, coupled with the organization's vision and unrealistic goals and expectations, must be agreed upon by the manager and employees.

e) Conflict Management

The organization needs to review all plans, policies and procedures, including the compensation plan. Conflict management strategies must be in place to deal with various conflicts, as the results indicate a disadvantage in the range of ways to achieve the goal.

f) Employee's relationship with co-workers

An important finding in this study was that there was a significant correlation between employee motivation and employee performance with colleagues. The results of the study further revealed that there was a positive relationship between job satisfaction and employee motivation. A large number of respondents indicated that they liked their colleagues and were happy to work with them. According to Madlock and Booth-Butterfield (2012: 22), good organizational relationships and teamwork skills can enhance organizational performance and can contribute to the financial well-being of an organization.

It is therefore important that the senior management of Gauteng City Region Academy which is branch of Gauteng Department of Education foster and maintain good working relationships between their employees for the benefit of all employees and the organization. It is recommended that management organize events that create groups and social networks to allow employees to participate at an informal and social level. Chiaburu and Harrison (2008: 2) emphasize that working together is not only an integral part of the social environment at work, but also that they can define it literally.

5.5 Conclusions regarding the hypothesis

The overall results of the study show that the H1 hypothesis is partially accepted. According to the first hypothesis of the study, there is a statistically significant positive relationship between employee motivation and job satisfaction. The second hypothesis is partly accepted, because it shows that salary increases, recognition, rewards and promotions are important predictors of employee motivation. It can therefore be concluded that there is in fact a positive relationship between employee motivation and the level of job satisfaction of low management service members in educational institutions.

H1 There is a positive relationship between employee motivation and performance of junior managers

H2 There is a positive relationship between job satisfaction and performance of junior managers.

H3 There is positive relationship between independent variables (employee motivation and job satisfaction) and dependent variable (performance of junior managers).

5.6 Limitations of the study

The first limitation was that the study was conducted in a civil service unit, which resulted in a small sample. This study was conducted in the civil service; therefore, due to the small sample size, it may not be possible to generalize both the public and private sectors.

5.7 Suggestions for future researchers

The researcher recommends further research on the following aspects:-

- a) The relationship between employee motivation and employee engagement in the broader public sector, improving outcomes, and population growth.
- b) Additional or alternative forms of motivation can be considered to explore the broader notion of motivation in the workplace.

5.8 Chapter Summary

This chapter has discussed the conclusions relating to this study in accordance with the stated objectives and theoretical findings. Emphasis on research limitations was highlighted, and recommendations for future research were proposed. This research study was concluded with a combination of research, providing support for a positive relationship between employee motivation and job satisfaction, respectively. The research has been completed.



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ANNEXTURE A: LETTER TO PARTICIPANTS

EMPLOYEE MOTIVATION AND LEVEL OF JOB SATISFACTION

R.P Manale

Department of quality and operations management, University of Johannesburg

Dear respondent

As part of my Masters research, I am conducting a survey on level of employee motivation and job satisfaction level of non-senior management service members in GCRA. This research requires internal employees to fill the questionnaire anonymously. The questionnaire consists of closed and open-ended questions. The information obtained from this research work will be used to determine employee motivation and the level of job satisfaction among the employees. The questionnaires will then be validated by using appropriate statistical methods and will also (it) remain confidential. Moreover, the findings from this research will bring about an understanding of challenges related to motivation faced by the non-senior management service members at GCRA and how the management can maximize employee effectiveness and efficiency in order for the company to gain a competitive advantage. Results will always be available for the participants (you) as soon as (when) they are ready. The researcher obtained ethic approval from University of Johannesburg and furthermore the Gauteng Department of Education HOD: Mr. Edward Mosuwe and Director: Education Research and Knowledge Management Dr. David Makhado who is the custodian in this field granted me a letter to conduct the research in GCRA.

Thank you very much in advance for your invaluable cooperation time.

ANNEXTURE B: GDE RESEARCH APPROVAL LETTER



For administrative use only:
Reference no: D2017 / 028
enquiries: Diane Bunting 011 843 6503

GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	22 April 2016
Validity of Research Approval:	22 April 2016 to 30 September 2016
Name of Researcher:	Manare R.P.
Address of Researcher:	Room 117; George Goch Barracks; 2094
Telephone / Fax Number/s:	079 589 2034
Email address:	precious.manale@gauteng.gov.za
Research Topic:	Employee motivation and level of job satisfaction of non SMS members at GCRA
Number and type of schools:	NONE
District/s/HO	GCRA

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB,) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;

KCCdo
2016/04/25

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Making education a societal priority

Office of the Director: Education Research and Knowledge Management ER&KM)

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.
10. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

David Makhado

Dr David Makhado

Director: Education Research and Knowledge Management

DATE:

2016/04/25

ANNEXTURE C: QUESTIONNAIRES

Instructions for respondents: Where response options are provided, please mark your choice with an x. Where a written answer is required, please write in your response in the space provided.

Section A. Demographic information

This section covers demographics and background information.

A1. What is your gender?

Male	1
Female	2

A2. What is your age?

Up to 29 years old	1
30 to 39 years old	2
40 to 49 years old	3
50 to 59 years old	4
60 years or older	5

A3. How many years have you been in your current job?

Less than 1 year	1
1 to 2 years	2
3 to 5 years	3
6 to 10 years	4
11 to 20 years	5

Section B. Employee motivation

This section measures employee motivation. Why do you or would you put efforts into your current job? Below is a list of reasons why you might put effort into your current job. Rate the degree to which each reason explains why you put effort into your current job. For example, if a strong reason you put effort in your job is because it makes you feel proud of yourself answer 'strongly' or 'very strongly' for that reason. If having fun is not a motivating factor for you putting effort in your work answer 'Not at all' for that reason.

		Degree to which each reason explains why you put effort into your current job						
	I put effort into my job...	Not at all	Very little	A little	Moderately	Strongly	Very strongly	Completely
1	To get others' approval (e.g., supervisor, colleagues, family, clients ...).							
2	Because others will respect me more (e.g., supervisor, colleagues, family, clients ...).							
3	To avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...).							
4	Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor ...).							
5	Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor ...).							
6	Because I risk losing my job if I don't put enough effort in it.							
7	Because I have to prove to myself that I can.							
8	Because it makes me feel proud of myself.							
9	Because otherwise I will feel ashamed of myself.							
10	Because otherwise I will feel bad about myself.							
11	Because I personally consider it important to put efforts in this job.							
12	Because putting efforts in this job aligns with my personal values.							
13	Because putting efforts in this job has personal significance to me.							
14	Because I have fun doing my job.							
15	Because what I do in my work is exciting.							
16	Because the work I do is interesting.							
17	I don't put effort in because I really feel that I'm wasting my time at work.							
18	I do little because I don't think this work is worth putting							

	efforts into.								
19	I don't know why I'm doing this job, it's pointless work.								

Section C. Job satisfaction

This section measures job satisfaction.

C1. Work on present job

Think of the work you do at present. How well does each of the following words or phrases describe your work? Choose 'Yes' if the word describes the work you do and 'No' if it does not. Choose 'Not sure' if you cannot decide.

	Yes	No	Not sure
Fascinating			
Satisfying			
Good			
Exciting			
Rewarding			
Uninteresting			

C2. Pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? Choose 'Yes' if the word describes the pay you get and 'No' if it does not. Choose 'Not sure' if you cannot decide.

	Yes	No	Not sure
Barely live on income			
Bad			
Well paid			
Underpaid			
Comfortable			
Enough to live on			

C3. Opportunities for promotion

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? Choose 'Yes' if the word describes the opportunities for promotion and 'No' if it does not. Choose 'Not sure' if you cannot decide.

	Yes	No	Not sure
Good opportunities for promotion			
Opportunities somewhat limited			
Dead-end job			
Good chance for promotion			
Fairly good chance for promotion			
Regular promotions			

C4. Supervision

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? Choose 'Yes' if the word describes the supervision you get and 'No' if it does not. Choose 'Not sure' if you cannot decide.

	Yes	No	Not sure
Praises good work			
Tactful			
Influential			
Up to date			
Annoying			
Knows job well			

C5. People on your present job

Think of the majority of people with whom you work or meet in connection with your work. Does each of the following words or phrases describe these people? Choose 'Yes' if the word describes the people with whom you work or meet. Choose 'No' if it does not describe them. Choose 'Not sure' if you cannot decide.

	Yes	No	Not sure
Boring			
Slow			
Responsible			
Smart			
Lazy			
Frustrating			

C6. Job in general

Think of your job in general. All in all, what is it like most of the time? Choose 'Yes' if the word describes your job and 'No' if it does not. Choose 'Not sure' if you cannot decide.

	Yes	No	Not sure
Good			
Undesirable			
Better than most			
Disagreeable			
Makes me content			
Excellent			
Enjoyable			
Poor			

Section D. Performance

This section measures job performance. How would you rate your work performance? Below is a list of performance indicators. Rate how well you perform on each indicator. For example, if you always arrive at work on time rate yourself as 'excellent' for this indicator. If you are poor at using time effectively, rate yourself as 'sometimes unsatisfactory' or 'unsatisfactory' depending on the degree to which you don't manage time well.

		How well you perform for each indicator						
	Performance indicator	Excellent	Good	Satisfactory	unsatisfactory	Sometimes	Unsatisfactory	Not applicable
1	Arrives at work on time							

2	Arrives to meetings on time						
3	Meets work deadlines						
4	Identifies problems						
5	Proposes solutions to problems						
6	Takes appropriate action on problems as necessary						
7	Sets appropriate priorities for tasks						
8	Uses time effectively						
9	Consults with supervisors and co-workers as necessary						
10	Works without supervision as necessary						
11	Demonstrates effective leadership skills as necessary						
12	Demonstrates initiative as appropriate						
13	Effectively collaborates with other department members as necessary						
14	Deals effectively and professionally with other employees in other areas						
15	Responds appropriately to feedback on job performance						
16	Demonstrates appropriate knowledge of UFV practices and policies relevant to position.						
17	Demonstrates appropriate interactions with students						
18	Demonstrates appropriate interactions with the public.						
19	Deals appropriately with confidential information						
20	Deals appropriately with sensitive situations.						
21	Manages information and data effectively.						
22	Gives clear guidance in support of unit objectives.						
23	Gives clear guidance in support of daily tasks.						
24	Gives recognition for good performance.						
25	Offers appropriate assistance to new employees supervised.						
26	Is fair to all employees supervised.						
27	Is accessible to all employees supervised.						
28	Works to establish and maintain a positive relationship with all employees supervised.						